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ABSTRACT

This document is one of three publications designed to establish guidelines for the elimination of sex bias and sex stereotyping and the establishment of sex fairness in vocational education programs in Colorado. A Counselor/Teacher Handbook, it provides information about the problem for teachers, and both theoretical and practical aids for eliminating sex bias in the classroom. It focuses on awareness of sex fairness, for both the teacher and the students. Some materials can be used with students directly, and some are for teacher information. Topics covered in the eleven sections of the handbook include the following: background of sex equity; awareness assessment--sex roles; expanding awareness of sex fairness; sex equality consciousness-raising; life planning, career and occupational choices; recruiting students for nontraditional occupations; sex equity in vocational education programs; sex equity inservice education; guidelines for reviewing printed materials for sexism; self-evaluations--sex equity; and bibliographies on strategies to achieve sex equity for counselors, sex fair materials, and research on sex bias in the schools, in educational materials, and in counseling. (KC)

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EQUALITY IN VOCATIONAL PROGRAMS

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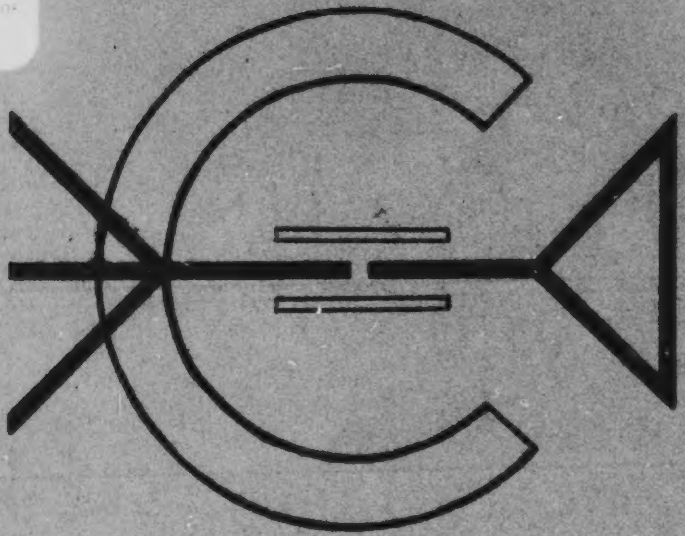

CE 028 990

STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION
OCCUPATIONAL EDUCATION DIVISION
1979-80
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Counselor/Teacher Handbook
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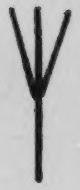
Vol 2

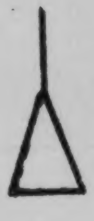
ABOUT THE COVER

"C" signifies the State of Colorado.

The symbol, superimposed upon the "C" (Colorado), is a modification of ancient symbols for man and woman.



MAN



WOMAN

The bars above and below the combined symbols for man and woman signify the mathematical symbol which connotes equal value.

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Mrs. Kathy Vahling and the Word Processing Center staff for technical assistance, 1979-80.

EQUALITY IN VOCATIONAL PROGRAMS

Teacher's Handbook

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SBDL 72 dh

PREFACE

I

SEX EQUITY AND US

Changing roles in a changing world,
Everyone being affected differently.
Past learning, no longer the guide of the status quo,
Leaving our present society much confused.

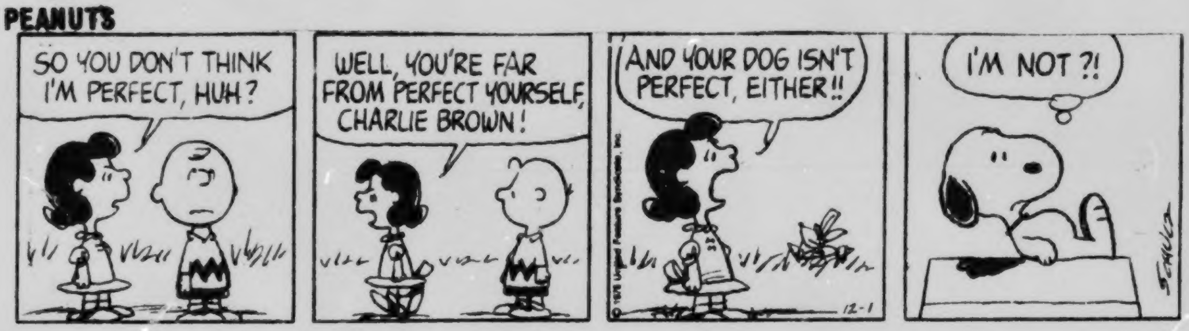
Men of the past knew their place from trends,
Women succumbed to the wishes of their men.
Happiness prevailed for no-one dared to rebel,
For to do so would bring disfavor to many.

Now, we the few, must truly change our roles,
For we exist in the dawning of a new day.
New jobs can be ours, by choice of us,
If only society would just let it be.

We can and must set the pace of time,
Expose our youth to new possibilities in view.
Lift their pride, bury the unpleasant past.
Then help them blossom, into a bright ray of hope.

by: Roy L. Henderson
Sex Equity Coordinator
Alaska
10/31/78

SBDL 54


PEANUTS
SO YOU DON'T THINK I'M PERFECT, HUH?
WELL, YOU'RE FAR FROM PERFECT YOURSELF, CHARLIE BROWN!
AND YOUR DOG ISN'T PERFECT, EITHER!!
I'M NOT ?!
12-1
SCHULZ

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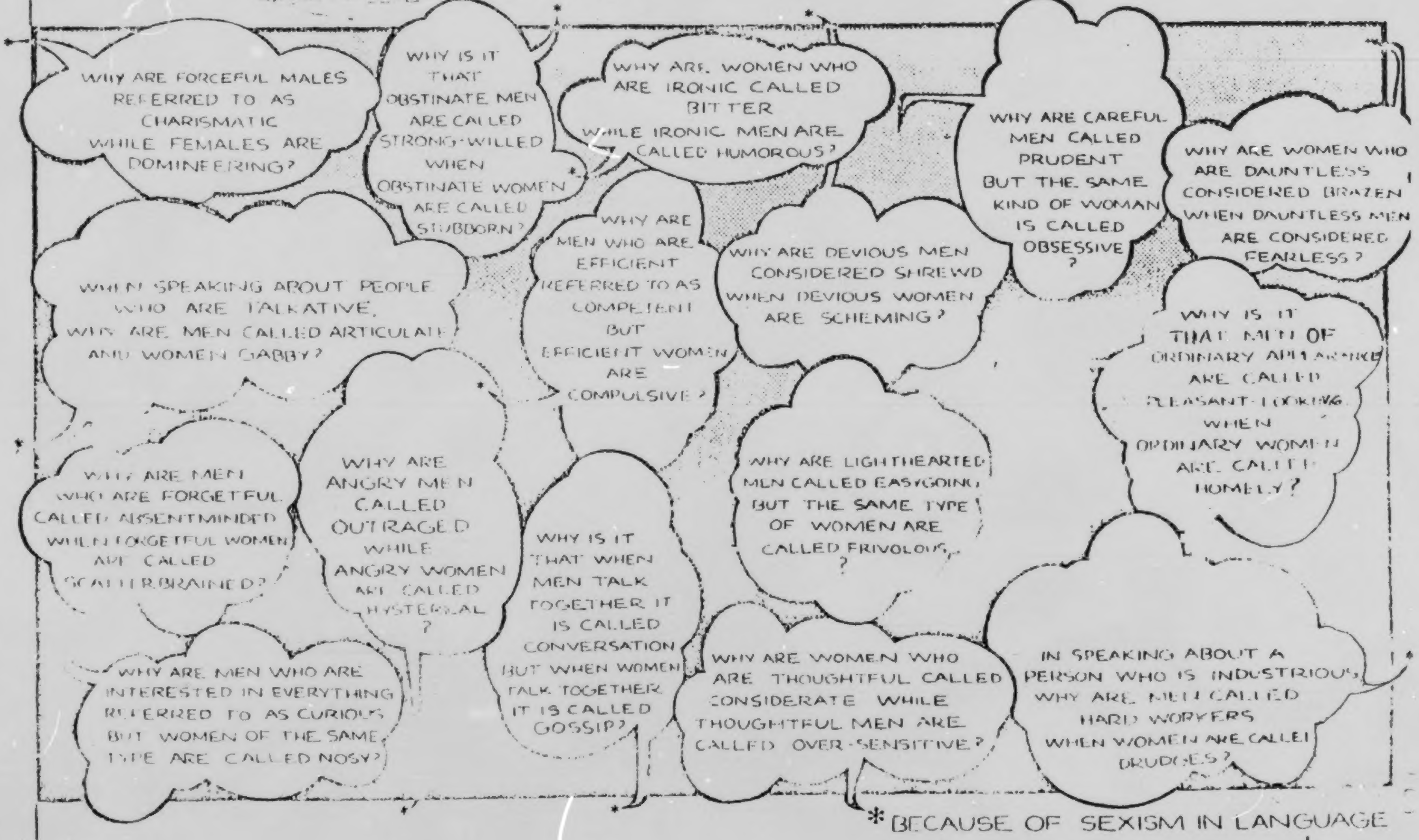
WHY ARE FORCEFUL MALES REFERRED TO AS CHARISMATIC WHILE FEMALES ARE DOMINEERING?
WHY IS IT THAT OBSTINATE MEN ARE CALLED STRONG-WILLED WHEN OBSTINATE WOMEN ARE CALLED STUBBORN?
WHY ARE WOMEN WHO ARE IRONIC CALLED BITTER WHILE IRONIC MEN ARE CALLED HUMOROUS?
WHY ARE CAREFUL MEN CALLED PRUDENT BUT THE SAME KIND OF WOMAN IS CALLED OBSESSIVE ?
WHY ARE WOMEN WHO ARE DAUNTLESS CONSIDERED BRAZEN WHEN DAUNTLESS MEN ARE CONSIDERED FEARLESS?
WHEN SPEAKING ABOUT PEOPLE WHO ARE TALKATIVE, WHY ARE MEN CALLED ARTICULATE AND WOMEN GABBY?
WHY ARE MEN WHO ARE EFFICIENT REFERRED TO AS COMPETENT BUT EFFICIENT WOMEN ARE COMPULSIVE?
WHY ARE DEVIOUS MEN CONSIDERED SHREWD WHEN DEVIOUS WOMEN ARE SCHEMING?
WHY IS IT THAT MEN OF ORDINARY APPEARANCE ARE CALLED PLEASANT-LOOKING WHEN ORDINARY WOMEN ARE CALLED HOMELY?
WHY ARE MEN WHO ARE FORGETFUL CALLED ABSENTMINDED WHEN FORGETFUL WOMEN ARE CALLED SCATTERBRAINED?
WHY ARE ANGRY MEN CALLED OUTRAGED WHILE ANGRY WOMEN ARE CALLED HYSTERICAL ?
WHY IS IT THAT WHEN MEN TALK TOGETHER IT IS CALLED CONVERSATION BUT WHEN WOMEN TALK TOGETHER IT IS CALLED GOSSIP?
WHY ARE LIGHTHEARTED MEN CALLED EASYGOING BUT THE SAME TYPE OF WOMEN ARE CALLED FRIVOLOUS ?
WHY ARE MEN WHO ARE INTERESTED IN EVERYTHING REFERRED TO AS CURIOUS BUT WOMEN OF THE SAME TYPE ARE CALLED NOSY?
WHY ARE WOMEN WHO ARE THOUGHTFUL CALLED CONSIDERATE WHILE THOUGHTFUL MEN ARE CALLED OVER-SENSITIVE?
IN SPEAKING ABOUT A PERSON WHO IS INDUSTRIOUS, WHY ARE MEN CALLED HARD WORKERS WHEN WOMEN ARE CALLED DRUDGES?
*BECAUSE OF SEXISM IN LANGUAGE

ANCESTRAL CONCEPTS

When our ancestral faculties,
Though gray, were base and small.
Then lot's of strength was needed hence
to eat and sleep and loll.

The childish, simple-minded male
Spent hours in busy chase.
The artless, doltish female lived
To propagate the race.

The female form was not designed
For tracking game or fin,
But kept the cave-fires burning bright
And nutured kids and kin.

Today, to live, man needs to use
Less brawn and much more brain;
The female needs to also think,
If she expects her gain.

So, should ancestral ways persist
And men and women fein
That ancient ways of gendered-roles
To present days pertain?

E. P. Goggans 9-78

FUTURISTIC CONCEPT

If baby X was born to be
A sex nobody knew,
Then what response would parents give?
Should gifts be pink or blue?

And what of toys and gifts for X?
Should they be dolls or trucks,
Or stories of fair princesses
Or champions of the puck?

When X is six and starts to school
Where will X be assigned?
What friends or toys or games or both,
What place in the boy-girl line?

The classmates would be so confused,
If X could bake a cake
And win the spelling contest plus
Take prizes in the race.

Would other kids begin to change?
Would Sue risk play with balls,
Or Jim have fun with dolls and jacks,
Would parents be appalled?

Or they might meet and file complaints.
The school might get upset.
And all'd agree without dissent,
X's "problem" could not be let.

A doc's exam might be required
To finally decide,
That neutered X was all mixed up
And this could not abide.

If X's tests proved it to be
A normal healthy child,
And less mixed-up than all the rest,
Would we be calm or riled?

If parents shrieked and screamed and cried,
"Then what is X?" "Who knows?"
Could we accept X's secret
And place it in repose?

Would you approve the doctor's smile
and wink as he replied,
"When sex becomes significant,
The secret will not hide."

E. P. Goggans 9-78

SBPG 8 (7)

AWARENESS

ASSESSMENT

II

SEX ROLES IN EMPLOYMENT

Please indicate whether you believe the following statements are true or false by placing "T" or "F" in the blanks to the left of each statement. If you are uncertain, place "UC" in the blank.

_____ 1. Most women work for the same reasons as men.

_____ 2. Married women take jobs away from men.

_____ 3. There are "men's" jobs and there are "women's" jobs.

_____ 4. Men like working for female supervisors.

_____ 5. Women are capable of performing jobs which involve business-related traveling and entertaining.

_____ 6. A married woman is rarely mobile and should not be considered for a transfer to a better job in another city.

_____ 7. Women leave their jobs more often than men.

_____ 8. Women call in sick about the same as men.

_____ 9. The more education a woman has, the more likely she is to work.

_____ 10. The average female worker is better educated than the average male worker.

_____ 11. Women earn less than men because they are new to many fields and therefore have less work experience.

_____ 12. A woman cannot be a good mother and work. The absence of the working mother from the home leads to juvenile delinquency.

_____ 13. Women who work are more frequently divorced.

_____ 14. It is a bigger risk to hire a woman over 50 than it is to hire a younger woman.

_____ 15. Minority women currently make the same average pay as other women.

_____ 16. A woman has the same rights as a man with regard to employment.

Turn to the next page and compare the correct answers to your own. Place the total number of correct answers in each space. If you have less than 13 correct, it is suggested you review the General Reference Manual.

SEX ROLES IN EMPLOYMENT

1. True
   Women, like men, work out of economic need and for personal fulfillment. Statistics show that out of the 33 million women who work in the United States over three/fifths are working because of pressing economic need. They are either single, widowed, divorced or they have at least two children and their husbands do not make $7,000 a year. Men and women also work because of a personal need. They find their jobs challenging and fulfilling.

2. False
   There are approximately 20 million married women (husband present) in the labor force today. The number of unemployed men is approximately 5 million. If all the married women stayed home and all the unemployed men were placed in their jobs there would still be 15 million unfilled jobs. Moreover, most unemployed men do not have the education or the skill to qualify for many of the jobs currently held by women. (These figures were arrived at as of 2/75. They are approximations because they are constantly changing.)

3. False
   Tradition rather than job content has led to labeling certain jobs as women's and others as men's. In measuring how well men and women performed 22 of a broad range of jobs, the Johnson O'Connor Research Foundation found that there is no difference in how men and women do in 14 jobs, women excel in 6, and men excel in 2. Although many jobs which involve strenuous physical exertion have been classified as "men's" jobs in the United States, women are capable of doing such jobs. Today women are beginning to enter the building trades, firefighting, and other physically demanding skilled crafts.

4. True
   Most men who complain about woman supervisors have never worked for a woman. In a Department of Labor survey of firms which hired woman e supervisors none of the male employees rated their female bosses as unsatisfactory, 50% rated them as adequate, 42% rated them the same as their male predecessors, and 8% rated them better than their predecessors.

5. True
   Women are capable of performing these job duties. And they should be given the same opportunities as men. Both traveling and business-related entertaining give a person the chance to meet new people, see new places, and learn new things. Women in government and industry are currently traveling and entertaining as part of their job duties. Stewardesses have also done both for many years.

6. False
   This rationale has often been an excuse for denying women raises and promotions. It is illegal for an employer to pass a woman over for a promotion which she deserves and for which she is qualified.

It is the woman's right to decide whether or not she wants to accept a promotion that involves moving.

7. False
Statistics show that men leave companies just as often as women do. It is true that some women will leave work for marriage and children, but a majority of those who leave return to work. Despite this break in employment, the average work life expectancy for women is 25 years.

8. True
A recent Public Health Service study shows little difference in the absentee rate due to illness or injury with the average about 5 days per year for both men and women.

9. True
The more education a woman has completed the greater the likelihood that she will seek paid employment. Three out of five women 45 to 54 years of age with four or more years of college are in the labor force. However, fully employed women high school graduates have a lower average income than fully employed men who have not completed elementary school.

10. True
Women have completed a median of 13 years of schooling as compared to 12 for men.

11. False
This sounds plausible until you find out that even in fields long dominated by women, men's salaries are higher by 22 to 33 percent, according to a John Hopkins Survey.

The study shows, for example, that male nurses earn a third more than female nurses despite the fact that 95% of all nurses are women.

12. False
Many women have raised well adjusted children while they worked. It is the quality of care which the child receives and not the amount of time which a mother is able to share with her child. Children need the love and good care of fathers and mothers. Many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor.

13. False
A study of divorce rates, according to Edward D. Eddy, shows that divorces are more common amoung housewives than among career women.

14. False
This is a false belief held by many employers. The fact of the matter is that older women workers have a lower turn-over rate than do younger women, have better attendance records, show more productivity over the long run, and have better safety records.

15. False
According to the Department of Labor minority women are the lowest paid workers in the United States.

16. True
Federal laws, Title VII of Civil Rights Act of 1964 and the Executive Order 11246, assure women the same right to employment as men. You are being discriminated against if an employer's advertisement carries a sex label, an employer refuses to let you file an application but accepts others, a union or employment agency refuses to refer you to job openings, you are passed over for promotion for which you are qualified, you are paid less than others for comparable work, you are placed in a segregated seniority line, you are left out of training programs, and the reason for any of these acts is your sex, age, race, religion, or national origin.

SEX EQUITY
AWARENESS PREASSESSMENT

Directions: Answer the following questions according to your own beliefs. Each question should be answered either True (T) or False (F), based upon your own knowledge, attitudes, and experiences.

T F 1. Pregnancy and childbirth represent the biggest health reason for loss of employee work hours to the American employer.

T F 2. Young girls tend to have a lower need for academic success than do boys.

T F 3. About one-quarter of all working women are employed in the occupations of typists, secretaries, seamstresses, housekeepers, maids, nurses, receptionists, telephone operators, and baby-sitters.

T F 4. In recent years women have been becoming members of labor unions in rapidly growing numbers.

T F 5. There are as many wage-earning instructional programs within the traditional female vocational education areas as there are in the traditional male vocational education programs.

T F 6. By 1975, enrollment in Consumer Homemaking programs nationwide was more than 15% male.

T F 7. Research findings suggest that high school women who are career-oriented may be discouraged by secondary school counselors.

T F 8. Married women are usually better adjusted than single women.

T F 9. Examination of adults in textbooks shows men with more than 150 occupational choices and women with ten or less choices.

T F 10. The following statement is a good example of non-biased language--"Mary Wells Laurence is a highly successful woman advertising executive."

T F 11. The education industry is one area in which women and men receive equal treatment.

T F 12. Women earn about 40% of the bachelor's degrees awarded in the United States.

T F 13. In 1972, 39% of the nation's local school board members were women.

T F 14. Available leadership studies of school administrators show that women perform equal to men or better than men.

Using the answer sheet on the following page, give yourself 5 points for each correct answer. A score of 50 points indicates you have sufficient background information to provide a non-biased atmosphere in your classroom.

SBDL 57 pm

Answers to Sex Equity Pre-Assessment

1. False. More work hours are lost to males with hernias than to females with pregnancy and childbirth.

2. False. Not until the physical changes of puberty occur, along with increased emphasis on social success, does academic success for females begin to become less important as a verification of self-esteem. Traditionally this shift continues until academic-vocational achievement is perceived as a threat to the more important social success.

3. True. Women make up 99% of all private housekeepers, 98% of all nurses, 97% of all secretaries, and 95% of all typists. Because these job categories are almost exclusively female, equal pay laws are not effective in raising salaries for these workers. If men begin to enter these traditionally female occupations, the salaries for the jobs should rise as they did when men more frequently became teachers and school workers.

4. False. Between 1966 and 1970 the proportion of working women who were members of labor unions declined, even though women's participation in the labor force increased. The earnings gap between men and women in unions was narrower for white-collar, or service workers, and wider for blue-collar workers.

5. False. There are 29 wage-earning instructional program options within the female-intensive vocational education programs of health, gainful home economics, and office. There are 84 wage-earning options within the male-intensive vocational education programs of agriculture, distribution, technical, and trades and industrial.

6. True. By 1975, male enrollment in Consumer-Homemaking programs was 18.1 percent of the total enrollment nationwide.

7. True. Thomas and Steward (1971) found counselors preferred female clients with traditional career goals. Young (1973) found that counselors choose "masculine" occupations more often for male clients than for female clients with similar characteristics. Pietrofessa and Schlossberg (1970) concluded that (1) women are not encouraged to go into masculine fields and (2) bright women are almost always encouraged to enter traditional female professions such as teaching.

8. False. Fifty percent of married and 30% of single women are bothered by feelings of depression; 44% of married and 24% of single women sometimes felt they were about to go to pieces; 53% of married and 19% of single women were afraid of death; three times as many married women showed severe neurotic symptoms.

9. True. An examination of the images of adults in textbooks indicates that the adult world is a world of men. Men are shown in over 150 occupational roles-they are doctors, chefs, farmers, chemists, waiters, carpenters, pilots, etc.

   Most textbook women are housewives, and the realities and difficulties of managing a household are never shown. When women are shown working, they are depicted as teachers, librarians, sales clerks, and nurses.

10. False. The following is a better example: "Mary Wells Laurence is a highly successful advertising executive." Since men who are successful are never categorized by sex, the original statement gives the impression that it is unusual for a woman to be a successful executive.

11. False. While 70% of the teachers in elementary and secondary schools are women, in the better paying positions in college and universities 80% are filled with men. Only 9% of all full professors are women.

12. True. Also 40% of all master's degrees and 13% of all doctorates are women.

13. False. In 1972, a study Commission of the National School Boards Association discovered that only 11.9 percent of the local school board members were women and 39% of the local boards had no women members.

14. True. Various studies have shown that women principals were rated higher in terms of noticing potential problem situations and reviewing results of action taken. There were no significant sex differences in other measures of performance.

Adapted from: Harouff, Marge. Sex Bias and Sex Discrimination in Vocational Education. Lincoln, Nebraska: State Department of Education, Division of Vocational Education, 1976, pp. 3-6.

SBDL 56 pm

FEMALE AND MALE PARTICIPATION IN THE PAID WORK FORCE AND IN VOCATIONAL EDUCATION PROGRAMS: WHAT ARE THE FACTS?

Directions: These multiple choice questions are designed to help you assess your knowledge of females' and males' participation in the paid work force and in vocational education programs. Under each statement you will see a number of alternative answers which could fill in the information missing in each statement. Select the alternative you believe is correct, and write its letter in the blank to the right of the statement.

1. Women make up __________ of the nation's paid work force. ____________________

   a. 26% b. 41% c. 54%

2. For every $1.00 men earn, women earn __________. ____________________

   a. 95¢ b. 76¢ c. 57¢ d. $1.00

3. The average young woman today can expect to spend __________ years in the paid work force. ____________________

   a. 7.3 b. 17.1 c. 22.9 d. 31.2

4. Out of every 10 young women in high school today, __________ will work for pay outside their homes at some point in their lives. ____________________

   a. 9 b. 5 c. 7.4

5. Both husband and wife work in _________ percent of the nation's marriages. ____________________

   a. 35 b. 47 c. 28

6. The median income of working women with four years of college is __________ that of men who have completed eight years of elementary school. ____________________

   a. greater than b. the same as c. less than

7. The difference between the average yearly incomes of males and female workers has __________ over the past 20 years. ____________________

   a. increased b. decreased c. remained the same

8. About _________ out of ten adult women are either single, widowed, divorced, or separated from their husbands and are therefore responsible for their own financial support. ____________________

   a. four b. six c. eight

9. Women workers are _________ likely than male workers to be absent from work. ____________________

a. more b. less c. approximately equally

10. In 1973, the average earnings of white males and females and minority females and males were distributed from highest to lowest in the following order: ____________________

a. white males, white females, minority females, minority males
b. white males, minority males, white females, minority females
c. white males, minority females, white females, minority males

11. __________ percent of all women workers are employed in clerical occupations. ____________________

a. 11.2 b. 18.1 c. 27.8 d. 35.0

12. __________ percent of all vocational education programs had enrollments which were either 90 percent male or 90 percent female in 1972. ____________________

a. 20 b. 32 c. almost 50

13. The vocational training area with the largest female enrollments (more than one-third of all females enrolled in vocational education) is __________. ____________________

a. consumer and homemaking programs
b. occupational home economics
c. office occupations

14. _________ percent of all students enrolled in vocational education programs in the area of trades and industry are females. ____________________

a. 13 b. 21 c. 34

15. Trends in male/female enrollment in vocational training programs show that ____________________

a. Females are enrolling in traditionally male courses at a faster rate than males are entering traditionally female programs.
b. Males are enrolling in traditionally female courses at a faster rate than females are entering traditionally male programs.
c. The entry of males and females into programs nontraditional to their sex is occurring at about the same rate.

Adapted from: Resource Center on Sex Roles in Education, Overcoming Sex Discrimination and Attaining Sex Equity in Vocational Education: The Social/Educational and Legal Contexts, 1977.

Answers for Female and Male Participation in the Paid Work Force and in Vocational Education Programs

1. b. 41%

2. c. 57¢

3. c. 22.9

4. a. 9

5. b. 47%

6. c. less than

7. a. increased

8. a. four

9. c. approximately equally

10. b. white males $22,633
minority males $8,363
white females $6,544
minority females $5,772

11. d. 35%

12. c. almost 50%

13. a. consumer and homemaking

14. a. 13%

15. b. Males are enrolling in traditional female courses at a faster rate than females are entering traditionally male courses.

SBDL 55 pm

STAFF ASSESSMENT OF EQUITY AND LEGAL VIOLATIONS

Directions: Listed below are a number of restrictions which are familiar to vocational educators/counselors. Under each situation three or four responses are provided. Please read each situation and response and determine how the response would be described according to the following categories.

d--Discriminatory behavior--a violation of Title II and IX.
b--Sex-biased behavior--reflects bias or stereotyping and violation of Title II.
f--Sex-fair behavior--treats both sexes in equal or similar ways
a--Sex-affirmative behavior--attempts to compensate for the effects of past discrimination

Indicate your description of each of the responses and label them by placing the appropriate letters in the blanks.

1. Situation: As an educator you believe that part of your responsibility is to support students for their academic achievement, career aspirations, and social behavior.

_____A. "John, that's great that you asked for some information on careers in computer science. There are several brochures on top of my file cabinet. Let me know what you think about all that. "Melissa, you finally got your hair cut. You look so much more attractive."

_____B. "It appears that office education may not really be the best place for you, Marguerita. What about taking an interest inventory? Based on that information, we would start looking at some other options for you."

_____C. "Andrea and Carl, I understand that the two of you are interested in using the computer terminal to find information on technical schools offering programs in environmental technology. It's great that you found out about computer program and decided to use it."

2. Situation: Patterns of non-verbal behavior for counseling situations:

_____A. Maintaining direct eye contact with same sex students and indirect eye contact with opposite sex students.

_____B. Standing/sitting as close to students of one sex as one does with students of the other sex.

_____C. If you use touch to indicate support, gently grasping the arm or shoulder of both males and females, being sensitive to students who may dislike being touched.

3. Situation: A 16-year old student who is pregnant comes to you for assistance regarding whether or not she should stay in her prevocational program in distributive education. You say:

_____A. "Trying to go to school and take care of a baby at the same time will be extremely difficult for you."

_____B. "You can continue in school. There's no reason for you to leave unless you want to."

_____C. "You'll probably find it very embarrassing to stay in school here. There's a special school for girls in your condition. That would be the best place for you. See Mrs. James to sign up for that program."

_____D. "There's no reason whatsoever why you can't complete your program in distributive education. Why don't we explore the various options open to you and see what might work out best both before and after the baby is born."

4. Situation: Educator's behavioral expectations for students:

_____A. "It's apparent that you're really angry about being accused of breaking into Dirke's locker. Why don't we talk about that first, William, and then we'll explore possible options for getting the situation settled once and for all." "Now, Cathy, there's no point in getting angry about the accusation. We all know that you didn't do it. We just have to figure out who did."

_____B. "I know that you're very hurt by Angela's giving you your ring back, but there's no point crying about it. It's not the end of the world. Pull yourself together and go ask Debbie if she would like to go to this week's game with you." "It's obvious that you're really hurt by David's asking for his ring back. Why don't you go ahead and cry. Get it all out of your system and then we'll talk about how you can get another boyfriend."

_____C. "You appear to be really disturbed about not getting into the program. I didn't know that you were counting on it that much, Pat. Are you angry or hurt and disappointed? Do you know what triggered those feelings? Let's talk about that for a while before we start exploring options."

5. Situation: You're responsible for setting up a career day for students. You:

_____A. arrange for female and male speakers in careers traditional to their sex and assign students to sex traditional areas. (Females hear the secretary, nurse, etc.; males hear the insurance agent, telephone installer, etc.),

_____B. arrange for speakers without regard to their sex and allow students to self-select; provide them with detailed information about speakers and encourage them to make a variety of choices, _____D. arrange for female and male speakers in careers traditional and nontraditional to their sex and set up a schedule which requires students to hear 9 out of 12 speakers.

6. Situation: The following are items on an interest survey:

_____A. Would you like to build model cars and fix a bike or solve crossword puzzles and learn carpentry?

_____B. Would you like to babysit and bake a cake or crochet and watch television?

_____C. Would you like to read a novel and play tennis or join a club and take a biology course?

7. Situation: Ellen, a high school senior, needs summer work to help pay tuition to computer technology school in the fall. She comes to you to ask about summer work. You ask what she likes to do and she replies that she likes to fix things. You suggest:

_____A. that she investigate babysitting possibilities listed on the "jobs for summer board,"

_____B. that she call a temporary help wanted agency which has opportunities for light office work (filing, answering the phone) during the summer,

_____C. that she join a group of students doing minor home repairs and lawn and garden work during the summer,

_____D. that she investigate a new city sponsored program attempting to find jobs for young women in nontraditional fields.

8. Situation: Your school is adding a semester course specifically designed to attract more males into consumer and homemaking, although not excluding females. Such a course would cover nutrition, food preparation, wardrobe planning, clothing care, consumer education, and apartment living from an individual, rather that a family, point of view. You recommend the following as a course title:

_____A. Survival for Singles

_____B. Bachelor Living

_____C. Living Alone and Liking It

_____D. Basic Home Economics for Boys

9. Situation: The following are excerpts from career education materials distributed from your school's job placement center:

_____A. "Our supervisory candidates, youthful women and men with mature attitudes, one chosen annually; most will be in responsible positions within five years."

_____B. "All wear attractive uniforms, have interesting jobs, and are surrounded by men."

_____C. A pamphlet entitled "Women in Protective Service: Jobs in Law Enforcement, Fire Fighting, and Security"

10. Situation: Mike, a high school junior, would like to enroll in the child development class given by the home economics department. He has always enjoyed babysitting and last summer worked as a counselor at a day camp. He thinks he might eventually like to be a preschool or elementary school teacher, but he's afraid he'll be the only boy in the class and that the other students will make fun of him. You say to him:

_____A. "In this school you have the right to take any class you want."

_____B. "Why don't you get some friends to sign up for the class with you? There's safety in numbers, you know. You shouldn't be in there alone."

_____C. "Well, you're probably right about being the object of a few jokes. Why don't you continue your summer activities, if you're really interested in working with young children. Select some other elective such as business law."

11. Situation: Mary, a high school sophomore, comes into your office to talk about enrolling in auto body next fall. She indicates that she is very interested in taking the course but is afraid that she won't be able to participate in the coop program that accompanies the course because she's heard that it excludes females. You say to her:

_____A. "Well, you know there are still many employers who are ready to hire females in this kind of a job. Maybe we'd better look at some other vocational program for you."

_____B. "You're really interested in this class but are afraid you'll be excluded from the work experience. Under Title IX the school cannot participate in a coop program that won't take female students. If we find that this program is discriminating, the school can't continue to use it."

_____C. "You can't be excluded from the coop program. That's against the law."

12. Situation: Excerpts from student scheduling forms which parents must sign:

_____A. "Dear Mr. and Mrs."

_____B. "A student in Stevens High School has many options open to him. He may . . ."

_____C. "To the family of _______________________"
Student's Name

13. Situation: You are on a committee interviewing a female candidate for a position as head of the home economics department. In the course of the interview you ask the following questions:

_____A. "Do you intend to have any more children?"

_____B. "What does your husband do for a living?"

_____C. "What happens if one of your children gets sick? Will you take illness-in-the-family leave?"

_____D. "Are you in a position to stay after school for administrative planning sessions, or do you have to get home to fix dinner for your family?"

14. Situation: The administrative position on dress/appearance of staff:

_____A. Although there's an expectation that staff dress neatly and appropriately for their job, there are no rules or regulations. Any gross violations would be handled individually.

_____B. There are no rules or regulations concerning staff appearance other than an unwritten expectation of "what is appropriate for one's job." Female and male staff members are encouraged to wear comfortable clothing that allows them freedom of movement necessary for carrying out their job responsibilities.

_____C. Staff members are required to wear dress apparel (shirts and ties and jackets for males, dresses/pants outfits for women) or uniforms.

15. Situation: You recieve information related to an administrative intern training program. You:

_____A. distribute the information only to male teachers,

_____B. distribute it to all teachers,

_____C. conduct a special recruiting effort to attract more female teachers into the intern program.

16. Situation: The following are items that appear on school forms:

_____A. Application for employment: marital status, spouse's name, number of children

_____B. A report card form which begins "Dear Mr. and Mrs."

_____C. A report card form which begins "To the family of

______________________________"

Student's Name

_____D. Data form completed by employees after they are hired which asks marital status for insurance purposes.

17. Situation: Procedures for students entering vocational programs nontraditional to their sex:

_____A. Females must secure from an employer a statement guaranteeing that they will be hired pending successful completion of the training program; males are accepted without such a statement.

_____B. Students of either sex, who want to enroll in a program with prerequisites which they have not had, may take a proficiency test to demonstrate basic skill development. Based on the results of that test, they may or may not be admitted.

_____C. Students of either sex who want to enroll in nontraditional programs and who haven't had the prerequisites nor acquired the basic skills as a result of past discrimination may receive supplemental instruction. This intensified instruction will qualify them to enter the program within a short period of time.

18. Situation: One of the industrial arts teachers has made it clear that he doesn't approve of having young women in welding and anyone who enrolls in his program probably won't last for very long. Six weeks into the school year a young woman comes to you indicating that she's being harassed by both teacher and students. You say to her:

_____A. "It sounds as if you're having a rough time in that class. Let's see about getting you transferred to Mr. Jeffrey's class. That might be a little more inconvenient for your schedule, but it will solve the problem."

_____B. "I'm disappointed to hear that you're having such a difficult time. That shouldn't be the case. Give me a day to check this out, to talk with Mr. Clements and some of the students. See me tomorrow morning and we'll discuss some options. The one thing I want to stress is that you are entitled to be in any voocational program of your choice without harassment, and it's my responsibility to see that your rights are protected."

_____C. "It's all part of the game. Since you're the first female, you're going to have to put up with some kidding. Don't take it too seriously."

19. Situation: The work experience coordinator informs you that one of your most supportive and cooperative employers (a construction company) has refused to take a female trainee in carpentry. You:

_____A. check the facts, find out that they are correct, and decide to try to make a deal with the manager of the construction company. The two of you agree that you won't send him any female carpenters or craft trainees in exchange for his starting to take business office students whom he hasn't used before,

_____B. tell your placement coordinator to keep the situation quiet. You'll continue to send the company male trainees but find someplace else for female trainees,

_____C. confirm the facts and tell the manager that you can no longer send him male trainees if he refuses to accept female trainees.

20. Situation: As a teacher you believe it's important for you to support students as appropriate for their academic achievement, career aspirations, and social behavior.

_____A. "You finally got your hair cut. Melissa, you certainly look much more attractive." "Greg, you did a really great job on putting in the 220 wiring. You'll be ready for an apprenticeship soon."

_____B. "Kathy and Louie, both of you did an excellent job on planning those doors. That's really good work."

_____C. "Marguerita, I noticed yesterday that you're handling the power saw much more confidently now than you were two weeks ago. You may end up being the best power tool operator we've got around here."

21. Situation: Non-verbal behavior patterns of a male welding teacher:

_____A. Visiting the work stations of males and females with approximately the same rate of frequency,

_____B. Using touch as an indicator of support by gently grasping both females and males on the arm or shoulder (being sensitive to those who may dislike being touched),

_____C. Maintaining direct eye contact with male students while establishing eye contact with female students only when specifically responding to or addressing them.

22. Situation: You run a floristry lab which sells students' arrangements at cost to people in the community. Your school has no student dress code other than not wearing anything which would "disrupt the educational process." However, as a teacher you:

_____A. require students working behind the counter waiting on customers to wear unisex jackets,

_____B. make a point to encourage young women and young men to wear comfortable clothing which allows them freedom of movement for stooping, lifting, carrying heavy items, and sitting on high stools,

_____C. allow male students to wear T-shirts and tank tops but not females.

23. Situation: As a home economics teacher, you encourage your students to be in good physical and mental health by:

_____A. having a bulletin board with pictures of males lifting weights, jogging, and playing baseball and handball; females (in leotards) are doing exercises and riding bikes,

_____B. conducting a unit on "taking care of myself" in which all students formulate objectives for themselves in all of the following areas: nutrition, exercise, rest, preventive medical and dental care, and neat and attractive physical appearance,

_____C. inviting a makeup consultant in to demonstrate use of makeup to females in your class.

24. Situation: In your marriage and family class students are building a diorama on family roles and responsibilities which will be placed on the school's main display area. It shows:

_____A. both adult males and females taking care of and playing with children,

_____B. females caring for children and males playing with children

_____C. males doing yard work; females doing laundry and cleaning

_____D. females doing yard work; males doing laundry and cleaning; both doing cooking

25. Situation: In making student assignments, you:

_____A. have males make a bookcase; females, a cheese board,

_____B. tell students that you need two volunteers: a male to run the film projector and a female to take attendance,

_____C. select males to head up work teams on the assumption that males need to have more responsibility than females.

26. Situation: Your extracurricular responsibilities:

_____A. As advisor of the newly integrated Future Farmers of America, you add the option of a blazer in addition to the windbreaker for students to choose from for a club jacket.

_____B. As Vocational Industrial Clubs of America (VICA) advisor, you're concerned about student leadership positions being held by males since the group began. You share your concern with students and discuss what possible options are available.

_____C. As advisor for the Future Homemakers of America, you allow female students to earn club credits through babysitting for you. That option isn't open to males in the group.

27. Situation: Students in your cosmetology class are boycotting the presence of the first male by ignoring him, hiding materials and supplies from his station, and slipping nasty notes in his locker. You:

_____A. ask the counselor to remove him from your class,

_____B. ignore the students' behavior on the premise that they'll come to accept him in time so there's no point in making an issue of it now,

_____C. establish and enforce strict rules against harassment,

_____D. establish and enforce strict rules against harassment while at the same time helping female students explore their negative attitudes toward having a male in their class.

28. Situation: In your coed gourmet cooking class, the females often, on their own, take responsibility for cleaning up after the males. While they do this, the males sit, finish off the food, chat, or do their homework. You:

_____A. ignore this behavior since the females are doing it on their own, and the males aren't causing any problems,

_____B. praise the females for being so considerate and helpful,

_____C. clarify responsibilities so that both sexes clean up after they've finished cooking.

29. Situation: You're a home economics teacher introducing a sewing machine to a coed class. One of your concerns is how to present the machine to the young men in the class, most of whom have had no exposure at all. You:

_____A. present the sewing machine as you might introduce any other power tool,

_____B. team males and females in the class so that females can give males assistance in learning how to use the machine,

_____C. divide the class by sex so that you can spend more time with the males.

STAFF ASSESSMENT OF EQUITY AND LEGAL VIOLATIONS

ANSWERS

1.	b	A
	a	B
	f	C
2.	b	A
	f	B
	f/a	C
3.	b	A
	f	B
	d	C
	a	D
4.	b	A
	b	B
	f	C
5.	d	A
	f	B
	a	C
6.	b	A
	b	B
	f	C
7.	b	A
	b	B
	f	C
	a	D
8.	a	A
	d	B
	f	C
	d	D
9.	f	A
	b	B
	a	C
10.	f	A
	b	B
	d	C
11.	d	A
	f	B
	f	C
12.	b	A
	b	B
	f/a	C
13.	d	A
	d	B
	d	C
	d	D
14.	f	A
	a/f	B
	f	C
15.	d	A
	f	B
	a	C
16.	d/b	A
	b	B
	f/a	C
	f	D
17.	d	A
	f	B
	a	C
18.	d	A
	f	B
	d/b	C
19.	d	A
	d/b	B
	f/a	C
20.	b/d	A
	f	B
	a	C
21.	f	A
	f/a	B
	b	C
22.	f	A
	a	B
	d	C
23.	b	A
	f	B
	d	C
24.	f	A
	b	B
	b/d	C
	a	D
25.	d/b	A
	b/d	B
	d/b	C
26.	f	A
	a	B
	d	C
27.	d	A
	d/b	B
	f	C
	a	D
28.	b	A
	b	B
	f	C
29.	f	A
	b	B
	d	C

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EXPANDING

AWARENESS

III

HOW DO WE CREATE AWARENESS OF SEX FAIRNESS

1. What is sex discrimination? sex bias? sex stereotyping?
2. How do sexist practices in vocational education hurt women and men?
3. What historical factors contribute to the problem of sexism?
4. Which factors would be helpful to stress in order to raise awareness?
5. What things should be remembered in planning awareness workshops?

SELF-AWARENESS

People who are effective in creating awareness of sex fairness must understand their own level of awareness as well as the levels of awareness of sex fairness and there are many subtle but powerful consequences.

Self-awareness includes feelings. The fact that words are used to express our thoughts demands that we take a look at how we feel about women in the labor force who are also mothers, about women who are doing work that was formerly done only by men in our society and whose responsibility also entails parenting. Consider what you believe to be the real differences between boys and girls you teach:

- Do they really think differently?--learn differently?--what you believe about students is very likely related to what you consider "appropriate behavior" for yourself?
- Do you believe that girls are more quiet, passive, supportive and less decisive, creative and active?
- How do you feel about men who can cry in public, change their minds, or show a weakness?

A great burden is placed on people to perform based on artificial and uncomfortable roles. In order to make our young men independent do we refuse praise and encouragement? More young boys and girls are referred to professionals for help with behavior or psychological problems. What are we demanding of them? Why have we, in the past, discouraged men from taking parenting courses and then criticized them for being inadequate parents? Have we so demanded success from our young men that they set impossible goals for themselves that may lead to death from stressful illnesses such as strokes, heart attacks and high blood pressure? These illnesses take the lives of more men and at earlier ages than women. Do you still believe that women do not need to prepare to support themselves financially because they will find a husband who will probably do it for them?

These questions and many more like them will be brought to your attention throughout the remaining chapters of this publication. Becoming better informed, yourself, about the need for increasing sex fairness in vocational education will provide you with a more creative approach to the usefulness of the techniques and strategies included in this package that are designed to assist you with this task.

TERMS USED TO DESCRIBE THE PROBLEM

The effort to address the problem of sex discrimination, sex bias, and sex stereotyping in vocational education through legislation made it necessary to distinguish various terms that are used to depict particular aspects of the problem. While materials reprinted in this publication may use the terms differently, the rest of the publication will adhere to these definitions which appeared in the Final Regulations for Public Law 94-482 (Federal Register, Vol. 42, No. 191, Monday, October 3, 1977, Sec. 104.73)

> Sex Bias: Behaviors resulting from the assumption that one sex is superior to the other.
>
> Sex Stereotyping: Attributing behaviors, abilities, interests, values, and roles to a person or a group of persons on the basis of their sex.
>
> Sex Discrimination: Any action which limits or denies a person or group of persons opportunities, privileges, roles, or rewards on the basis of their sex.

COMPLEXITY OF THE PROBLEM

Occupational sex segregation, defined as having a very high proportion of one sex filling certain jobs, has been characteristic of the labor market in the United States for many years. The dramatic increase of women who entered the labor market in the past decade has had relatively little impact on occupational segregation (Women's Bureau, 1975). Such segregation closes off to men occupations in which they might be extremely productive, and it traps women into the typically low-paying, lower status jobs which seem more a consequence of segregation than anything intrinsic in the work itself.

How and why has this problem which is so damaging to human productivity and fulfillment persisted? Quite probably because its roots are long-standing, deep, and widespread. In both subtle and overt ways our culture's socialization process, economic constraints, and historic precedence all contribute to this disturbing situation.

Sandra L. and Daryl Bem have described the complexity of the problem in their often-cited paper, Training the Woman to Know Her Place: The Social Antecedents of Women in the World of Work. The Bems discuss the real restrictions that formerly made it impossible for women to even consider certain occupations. More subtle, and therefore more difficult to fully understand, are those hints that women are not as good as men. This is still a commonly held belief by both women and men and often causes women to lower their aspirations and expectations. The deplorable loss of talent which has impoverished the world due to this belief is beyond measure. The unhappiness, discontent, and feeling of worthlessness that are a part of many women's daily experiences are also difficult to measure.

People today have not yet caught up with twentieth century living as it relates to the family and career options for women. The Bems present new exciting possibilities for those who are willing to look at old roles in new ways. They also raise uncomfortable questions, such as whether or not full-time mothering is as good for the child as we have been encouraged to believe.

Perhaps because women have been doing much of the research, thinking, planning, and acting to change the effects of sex bias and sex stereotyping, there is far more material available on the problems as they relate to women. Solutions to the problems or new directions for change will be incomplete unless and until we consider also the effects of sex bias and sex stereotyping on men. Some suggestions for attacking this dilemma have been compiled by Julian Cleveland, Gary L. Ridout, and Amanda J. Smith, from North Carolina.

THE PROBLEM AS IT RELATES TO VOCATIONAL EDUCATION

To a certain extent, occupational sex segregation is caused by discriminatory labor market practices which slowly are crumbling under legal and social pressures. The problem has also been traced to self-concepts and societal pressure shaped by the practice of sex bias and sex stereotyping through several generations.

However, another factor is that occupational sex segragation results from supply problems. While there are qualified men and women to fill almost every occupation one can think of, and while there are increasing numbers of women and men actually filling jobs which are nontraditional for their gender (in our society), often the supply of qualified men and women for nontraditional work is much smaller than the demand.

While data are incomplete, it would appear that the undersupply of qualified men and women for nontraditional occupations may be particularly severe in the skilled trades and in the work for which vocational education is preparatory. For example, 77.2 percent of clerical workers are women, and 95.8 percent of the craft and kindred workers are men (Women's Bureau, 1975). Workers in both these major ocupational groups are frequently vocational education graduates.

Turning then, to vocational education, which is expected to help develop an adequate supply of people prepared in these occupations, data from numerous souces make it clear that vocational education is sex segregated. One of these sources is JoAnn Steiger's article, "Broadening the Career Horizons of Young Women Against Traditional Single-Sex Enrollment Patterns in Vocational Education." Note her argument in favor of women, especially getting vocational education in nontraditional fields, as well as the enrollment statistics documenting sex segregation in vocational education.

JoAnn Steiger's paper clarifies the concept of sex segregation as it relates to vocational education enrollments. Vocational education staff are also sex segregated. Nearly 100 percent of agriculture teachers, over 98 percent of technical education teachers, over 89 percent of trades/ industry teachers, and over 77 percent of distributive education teachers were men. Conversely, over 98 percent of the home economics teachers, 88 percent of the health occupations teachers, and over 71 percent of office/business teachers were women (Office of Education, 1972, p. 37).

It is important to recognize that sex bias need not be blatant or malicious before it can be damaging. There are two kinds of barriers which perpetuate occupational sex segregation in vocational education curricula. The first is the obvious kind: promotional brochures and instructional materials geared for one sex only, availability of physical facilities (dormitories, restrooms, etc.) for only men or only women, instructional staff composed of all or primarily of one sex only, or admission requirements which strongly favor one sex or the other, and so on. The other kind of barrier is far more subtle and is often difficult to detect. The subtle and pervasive stereotypic expectations of what is "appropriate" sex role behavior for girls and boys can be a powerfully negative force which limits the opportunitites and, therefore, the growth of students. Ability to recognize these attitudes, to see how they may be expressed in actions, and to clarify the difference between public responsibilities and private opinions, along with the elimination of overt barriers, will make a great deal of difference to the success of men and women who enter training in nontraditional programs.

New Hampshire has developed a collection of strategies called "Four Awareness Sessions for Career Opportunities...Integrating Male and Female Roles." Each of the four participating school districts took a different approach to dealing with the issue. The report presents each approach briefly. One district chose to conduct a workshop on "The Great American Male Stereotype" and the most common female stereotype. In order to stimulate thought and discussion, an awareness instrument was assigned to be completed previous to the workshop.

"NO PROBLEM" PEOPLE

One of the most difficult situations in implementing sex fairness in vocational education is working with people who do not believe there is a problem or see no need for change. The more powerful these people are, the more critical the need is to inform them. Be alert to comments that hint at this attitude and take every opportunity to follow-up with accurate information. Since this information may destroy some long-held myths and question lifelong values, it would be wise to create an environment that is as stress-free as possible. People need time to process these new ideas before they can be expected to change their behavior and attitudes.

"Project Awareness" was designed by Feminists Northwest as an awareness training program. The program includes a great variety of materials organized around seven workshop topics: (1) Awareness: Definitions of Sex Discrimination; (2) Damaging Effects of Sex Discrimination: (3) Laws and Assessments; (4) Strategies for Ending Sex Discrimination in the Schools; (5) Resources for Developing Curriculum About Sex Role Awareness and Women Studies; (6) Sexist Language; and (7) Non-Defensive Communication.

Source: The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

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SEXISM AND STUDENTS*

The following statements are generalizations of what happens to males and females as a result of sexism. They actually summarize a lot of the research about the impact of sexism on students.

There are several ways that sexism operates in our schools. Sometimes they are obvious and blatant. Other times, they are more subtle. Either way, they affect you, your image of yourself, your concept of doing and being. Think about which parts of the summaries describe you, and which parts don't seem to fit you at all. Those descriptions that apply to you may be the result of your encounters with sexism. For sexism in television, in books, and in many other parts of society can help to form the way you act and think.

---

*Adapted from a student guide to Title IX

Sexism and Students

FEMALE STUDENTS

Many studies show that if you're a girl, your potential may actually decrease as you go through school. At the end of the schooling process, you may end up afraid of trying to do your best, fearful of the success that may be yours if you exercise all your options and develop all your skills and talents.

As you go through school, your career goals tend to become limited to a few stereotyped occupations. These jobs typically give low payoff in money and prestige. You start off school actually ahead of boys in many academic areas. But by junior high school, your performance on standardized tests is likely to decline--and this decline will probably continue throughout your adult life. Your sense of self-esteem may be shot down, and you begin to doubt your competence and abilities. Studies show that, as both boys and girls go through school, their opinions of boys get higher and their opinions of girls get lower. Each sex learns that boys are worth more.

This, of course, is not a very encouraging prospect, however, you do have more options to explore during your childhood than do boys. Girls, generally, do not object to being labeled a "Tomboy"--after all, there are at least one or two in most neighborhoods. Being a tomboy for a few years is far more acceptable than a boy being a sissy.

You learn the many games and activities for girls. The games you play are less competitive and the rules less rigid than those for boys.

You play jacks, hopscotch and house--all of which are far less demanding than "boy-type" games. You are not required to adjust to pre-established universal game rules such as those for little league football or the jr. basketball league. You learn to help others and are not encouraged to participate in competitive activities. You are encouraged to develop skill in dancing, arts and crafts activities, etc., and openly share these interests with others--boys, on the other hand, are frequently considered "oddballs" if they share these "feminine"-type interests.

As you blossom into womanhood, you learn that you are expected to express your emotions freely. You may cry when you're happy or when you're saddened; you may vent your anger openly; you learn to feel and to express your feelings; upon maturity, you have grown into a sensitive young woman.

As a mature adult, you will have learned that the household responsibilities in your family will ultimately be yours. You are therefore obliged to develop skill in cooking, sewing, organizing a household and serving as hostess. It is assumed that the financial chores of the family will not be your responsibility. You are not required to develop competitive skills in job situations or resolve and deal with problems outside of the home.

The advantages of this role:

You are less likely to have a heart attack or stroke.

You will live longer than the average man.

The disadvantages of this role:

You are more likely to be a follower.

You are likely to develop a fear of trying.

You may be severely handicapped if circumstances result in your having to assume the role of sole provider of your household.

42

Sexism and Students

MALE STUDENTS

If you are male, you are likely to start out with several strikes against you on the road to school success. At the first grade level, you are 11 times as likely as are girls to have problems with social and emotional immaturity. You are four times as likely to be a behavior problem, and over twice as likely to be failing in school. Some studies show that it is 10 times as likely that you will read poorly--or not at all.* That's a grim handicap to overcome in the game of school success.

Nevertheless, many boys seem to score an amazing upset as they go through school. By high school level, you often outperform girls on all kinds of aptitude and ability tests. You are far more likely than girls to be class president and hold other positions of school leadership. You are more likely to make it to college. And when you get through school, you're much more likely to get a job with higher payoff in money and prestige. You just have to turn on the news to see who's running the world. It's men.

That's an amazing success story--but there's a high price for all this achievement. You may find that there's a strict code of behavior to which you must conform. There's a whole range of options that you never dare to explore. Girls have some opportunity to try out what has been stereotyped as "masculine" behavior, and there may have been a "tomboy" or two in your neighborhood. But did you ever hear of a "Janegirl?" Never! Shocking! There's nothing worse than being associated with girls' activities. There's nothing worse than being a "sissy."

So you learn that there are many games and activities in which you cannot participate. They are only for girls. If you're interested in poetry or ballet, you learn not to let too many people know about it. If helping people is important to you, and you'd like to become a nurse, a teacher, or a social worker, you learn that these are "oddball aspirations." You get directed into more "masculine jobs; sports and other activities where you help people less--but make more money.

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*Jean D. Grambs and Walter Waetsen, Sex: Does It Make a Difference (North Scituate, Mass., Duxbury Press, 1975)

On your way to success, you pick up another lesson: you learn that you should always cope, no matter what problems or difficulties come your way. "Don't cry." "Keep a stiff upper lip." "Don't lose your cool." These are the sayings that shape your behavior. And you learn to keep your emotions in tight control. But, never showing emotion can be a hard burden. When you keep from crying at all costs, an important part of you--the ability to feel and to express that feeling--gets lost.

You also learn that the responsibility of a family will one day rest on your shoulders. So you'd better strive, excel, be a big wheel. You learn to compete for jobs, for money, for status. You learn that you must be the best, and failure is not allowed. If you don't get completely frustrated by trying to meet these impossible standards, success may indeed be yours.

The advantages of this role:

You will probably have a very positive self-image and strong sense of self-worth.

A successful career will earn you social status, esteem and financial rewards.

The disadvantages of this role:

You are more likely than women to have a heart attack or stroke.

Your chances of living as long as the average woman are lessened.

You may be severely handicapped if circumstances result in you having to assume household duties.

BEHAVIOR EASIER TO CHANGE THAN ATTITUDES by Fred Hoke

In educational experiments with third, fourth, and fifth graders, it was found by education researcher Paul Torrance that girls were reluctant to manipulate science toys, on the premise that, as girls, they were not expected to know about such things. Torrance asked parental and teacher cooperation in attempting to change these attitudes.

When he retested, he discovered that girls participated willingly and even with enjoyment. They also performed as well as boys in efforts to manipulate or change the toys. But one thing had not changed; the boy's contributions still were more highly valued, both by other boys and by the girls, regardless of the fact that both sexes had scored equally well.

It seems that behavior patterns are more amenable to change than attitudes. Children arrive at school with attitudes already established, largely through exposure to parents and the mass media.

These erroneous attitudes about our "acceptable" behavior patterns is now found in the term "sex bias." If sex bias is to be lessened or erased, consciousness raising is going to have to take place in our home, our schools, our teacher training programs, our publications, and other areas of influence that shape our attitudes.

The school is certainly an important aspect in helping students to first be able to detect sex bias and then to become aware of the shortcomings with that limited thinking.

The new Education Amendments of 1976 specify that vocational education planners take all necessary action to insure that vocational programs are designed to reduce sex stereotyping and review all vocational education programs in the State for sex bias.

In view of the fact that sex bias has been the playmate of students since birth, it is highly complimentary that vocational education has been identified as the segment of education that can make the most immediate assurances that sex bias is eliminated in its programs.

However, this is a problem too big for vocational education. Every segment of our society must share in the elimination of sex bias.

A survey of 350 TV commercials in 1974 indicated that many still pushed the cliche that the ultimate achievement in womanhood was providing a clean shirt and a hot meal. This is not surprising since manufacturers and advertisers, like parents and schools, seem merely to reflect sex roles accepted by the culture at large.

We will need to educate a whole generation of students free from this bias to break the chain that is holding back both men and women from achieving their highest aspirations.

Source:
Dept. of Education Bureau of Voc., Tech. and Adult Ed.
Capitol Complex B-221, Charleston, WV 25305

SBDL 58 pm

HOW SEX BIAS HURTS MEN--OR, MEN ARE PEOPLE TOO!

"Women don't know how good they've got it. They make me sick, with all this talk of being discriminated against. I wish I could stay home and have someone support me. This women's lib stuff makes me sick."

This man thinks he has just given an argument against expanding sex roles, but actually he has given the strongest possible argument in favor of it.

"Why does my wife have to be so dependent? Why does she lean on me for everything? Why do I have to live her life for her? One life is hard enough."

How Sex Bias Hurts Men

This man is saying the same thing.

Sex bias hurts everyone. The very men who fight change the hardest, may simply be expressing, through anger, the pain they have felt at the sex bias that is directed against men. This leaves many women in the unexpected position of saying, "Hey, I thought this system was set up for you! If you don't like it either, what are we doing it for? Let's quit fighting each other, and start fighting the system. "Research tells us that fighting the system may be the very problem. According to several studies, "it appears to be more difficult for males than females to unlearn stereotyped behaviors."[1]

Many men cannot see how sex bias could possibly hurt them. Because men are supposed to have all the advantages of money, physical prowess, and prestige, it is hard to see. Let's try to look past the PR job to some of the realities for today's American male.

A. Preschool

The long and narrow road to manhood begins very early. Studies indicate that "boys are under greater pressure than girls to exhibit sex appropriate behavior."[2] Boys are aware of what is expected of them because they are male. "Girls amble in and out of 'masculine' acitivities."[3] Girls can play kickball on Monday, jump rope on Tuesday, and sit quietly with dolls and tea sets on Wednesday. Put a boy on that same schedule and he's liable to catch it from somebody on Tuesday and Wednesday!

The process of identification for a young boy is also very difficult in these preschool years.[4] If he is at home during these years, mother, grandmother, or a female babysitter will probably be his companions. If he goes to a preschool or day care center, his teachers will probably be women. In almost 20% of families, there is no father at home.[5] But if there is, father's priorities may place the child at number three behind work and the sports section of the paper. His learning about masculinity will come from TV and comics where he will likely focus in on Superman, Batman, or Tarzan. Can you remember the last time these men failed at anything?

In the book, Fathering, a study is described which was done on children who lived without fathers. Those children were observed playing with father dolls. The fathers were just too nice, they were cool and never made mistakes. Boys and girls who did live with fathers showed a more real image of fathers, they made mistakes and lost their tempers.[6] Clearly, then, boys need to see that Superman is not the standard to be achieved, and girls need to learn not to expect perfection in the men they will live and work with as adults.

B. School Years

Boys may suffer through the early years of school. According to research boys have more academic problems than girls in elementary school. For every one girl with academic problems there are four boys. Under achievement begins in the first grade for boys and in the sixth grade for girls. Two-thirds of all grade repeaters are boys. There is a two to one ratio of boys to girls in remedial reading. The reading problem for boys has been traced back to the perception that reading is a feminine activity. The United States has an elementary education system which employs 85% women as teachers.[8] In this country, girls' achievement in reading exceeds that of boys.[9] In Germany where the majority of elementary teachers are men, boys achievement in reading is greater and reading is perceived as a male activity.[10]

An interesting sidelight; in North Carolina, Lumbee Indian men were channeled into two different types of occupations; one was farming and the other was school teaching, including elementary. One wonders what effect this had on the boys' reading ability.[11]

"It is not unreasonable to argue that the disproportionate ratio of boys to girls with academic difficulties during the first four years of school is due, in part, to the young boy's categorization of school as a relatively feminine activity and therefore not appropriate to his sex role."[12]

Discipline problems are another area where boys and school have a rough time. "The traditional message given to boys is 'Stand up and fight for your rights'."[13] Couple this with the strong pressure to win and you have many boys who cannot understand the meaning of the word compromise. Since winning is so valued in our society, boys see compromise not as a meeting of the minds but as a loss which can be disasterous to a boy's self-concept. The "nobody tells me what to do" attitude is a result and may be the reason why boys are victims of strict disciplinary measures more times than girls are. Low achieving boys are consistently found to be treated in negative ways. In the Wake County School System in North Carolina (1976-1977) there were 2,087 acts of suspension, almost 80% of the acts involved boys.[14] Could there be a vicious cycle operating where harsh discipline (which we feel is appropriate for boys) begets harsh behavior? The road to manhood has many potholes.

C. Dating Situations

As boys become interested in the other sex, certain expectations are made. Boys are taught that they should be the aggressor in any sexual activity. The girl is supposed to be passive, only reacting to his advances. A boy learns about sex from many places. If he is lucky he may find himself in a sex education class where the atmosphere is free enough for informative discussions about the values and emotions involved in sexual relationships. He may have a caring adult (parent or friend) who will patiently talk about the different aspects of sex. But more often than not these conversations will be limited to *plumbing* rather than *values*, information which the young boy may have gained years ago. Many times boys are educated about girls through "locker room lectures" from other boys, through books such as "Lust Garden" or movies rated triple XXX. Sex is seen as an aggressive conquest where "the score" is the objective. When a girl says "NO" she means "YES", if she struggles she is enjoying it: he learns to deny her wishes and his own instincts. The sensuous aspect of sex is forgotten. In fact, just enjoying touching is seen as a sign of weakness. Ever hear of a man being caressed unless it was part of foreplay? Just being close and enjoying the touch of a girl is not enough; THE ACT must be completed. "Wham Bam, Thank You Ma'am" becomes the rule. Because boys and men are conditioned to see women primarily as sex objects, *they cut the population of their universe in half*, because if they are not sleeping with a particular woman, she might as well not be there. No matter how much he might enjoy her friendship or profit from her professional expertise, she is invisible to him.

Because the boy must always take the initiative, he must become callous, to protect himself from rejection. Too often this period is the beginning for men losing touch with themselves and learning that a show of emotion other than anger is unacceptable.

D. Superathlete

As boys enter junior high and high school, athletics takes on a new importance. It is one of the components of manhood. As in sex, the "most masculine" boy is the one who "scores" the most. The many good effects of athletics may be outweighed by the pressures boys feel from parents, friends, and school. Anyone who has ever attended a little league, junior league or college game may have seen the brutality that accompanies such events. The comradery, the physical fitness, the team spirit may all be overshadowed by endless sports camps, the pressure to play with injuries that have been sprayed with pain killer, and the blase attitude that some coaches have about academics. After three years of summer football camps, a 12 year old boy said about football, "Yea, its kind of taken the fun out of it for me!"

The pressure to be athletic is everywhere. In a prenatal booklet for fathers entitled "Useful Facts For The Father To Be", the section on bathing states: "Notice that the approved techniques for holding a small baby is called the 'football hold' . . . and who can do this better than a man?"[15]

E. Occupational Choices

Between the ages of 18-24 most men begin their life sentence, 50 years at hard labor. Men aren't given the choice of staying at home, they must work until retirement. One man tells of the option his wife exercised when she had a baby: she decided to stay home with the child until it was two years old. Financially they were able to swing it but he asks the question, "What if I had wanted to take off just a year or so and let her work? The neighbors and the relatives would have thought I was crazy!" It's ironic that many of the men who are househusbands do so because they have problems with authority. A strange parallel between a macho attitude (nobody pushes me around) and a non-traditional occupation!

Men are cut off from certain jobs that are not considered "manly." There are two basic reasons for this. One is that many traditionally female occupations are low paying and therefore unacceptable. The second reason deals with the earning of manhood. Jobs such as interior decorator, child care assistant, dancer, and hair stylist are considered by many to denote homosexuality in men and therefore any man considering such an occupation would be labelled.

Because man has traditionally been the provider, society in general and women in particular have come to see him largely in terms of his material success. Women complain about being a sex object. "Can't he appreciate anything but my body?" Men might justly complain about being status objects, valued only for the size of their paychecks, their position in the community, their political power. A woman may say to her daughter, "Marry a lawyer" or "Marry a doctor." Any lawyer. Any doctor. Interchangeable parts. The problem with the great provider stereotype is its ultimate pitfall. In our society it is very difficult for many men to be the sole provider. According to Eli Ginzberg "only 40% of the jobs available to most people today will enable them to support a family on their income alone."[16] Forty-seven percent of the families in the U. S. have both husband and wife working. Many boys don't realize this. In fact, one twelfth grade boy after listening to a short discussion on expanding sex roles reared back and said, "Well I don't know about you, but when I get married if my wife wants to work that's fine, but if she wants to stay home that's fine too!!" Heaven help them both.

Many men find themselves locked into an impossible bind with the provider role. Either way the man loses. If he tries to play by the rules, advance in his job, and climb that career ladder, he's called a "workaholic."

All he gets, many times, is resentment from his loved ones. His wife may claim he doesn't spend any time with her, and the kids may call him a materialist. Men find they are banished from the castle. This follows some men into retirement. A lot of men simply dry up and die after they retire because they have not learned to be anything more than a worker.

What if a man chooses the other route? He decides to get into a career that doesn't demand so much time, he turns down a promotion because it might take him away from his family. Is he the hero now? Or do people then claim he is unambitious or even say he's a little funny for wanting to hang around his kids so much?

F. The Women We Live With

The great reward for men in submitting to the John Wayne, Superman, requirements of the masculine mystique is supposed to be the ready availability of at least one pliant admiring woman to serve as his handmaiden and smooth his furrowed brow. But some types of women created by the sex stereotypes may explain why some people think it's quite reasonable to be a woman hater.

Many women have become childish, dependent, and whining. Such women are not much fun to have around, yet some men expect women to be like this and believe that they should fulfill every whim of such a woman. No wonder they find excuses to stay at the office. Yet they have been taught to feel threatened by the kind of woman who could share their responsibilities and appreciate them as people.

Women can make life unbearable for men by living through them, becoming leeches:

A woman has been taught she must express her own ego and indentity through the accomplishments of her husband. She may exert enormous pressure on him to pursue goals that do not interest him, or that are beyond his capabilities. If he succeeds, it may be an empty victory--he has given his life for someone else's ambition. If he fails, she has no further way to express herself except to slice him up, and let him know in ways subtle and not so subtle that she could have done it better herself. How much better for him if she had her own chance to try, or fail, and get off his back.

G. Superman Syndrome

By adulthood the superman syndrome is firmly ingrained for many men. They are supposed to solve all problems, have all the answers, and never express any doubts. "Daddy knows best." This hurts men by forcing them into situations that they cannot handle, making them feel like failures when they do not have answers, even though there is no way they could have had the answers!

If they are still Clark Kent when they step out of the phone booth, there must be something shamefully wrong about them. Better cover up. And so starts the painful swagger to hide the feeling of failure.

Although men die at every age at a greater rate than women, this blotting out of feelings in men may explain the fact that adult men die from almost every major disease at a significantly higher rate than women. The macho rigidity which so many people admire in movie stars and sports figures has now become a liability to men. In addition to killing them off quickly, Raleigh psycho-therapist, Ed Mackie, has noted that women are no longer attracted to that type of man. They want someone with feelings.[17]

H. Fatherhood

Because of the forces defining manhood, many men get effectively "defined out" of fatherhood. In the mind of the current society, father means money. In 1951, John Bowlby, an eminent psychologist wrote that "father is of no importance to the young child, but is of indirect value as an economic support and in his emotional support of the mother.[18] A recent crossword puzzle gave "father" as a clue for "breadwinner." Men think of their role as being the one to put the food on the table. Close emotional support with the children is discouraged. The doublecross for many men lies in the fact that in most young families with children, the man is probably working very hard to secure a foothold in a career. Psychologists tell us that if a father allows himself to be kept aside as unimportant to the very young child he may have set the pattern to remain unimportant forever after.[19] Couple the career ladder with the uneasiness many men feel about hugging or playing with their children and it's easy to see why fathers so often lose touch with their children.

WHAT CAN SCHOOL PEOPLE DO?

In almost half the families in the U.S. both partners are working. Men need to realize that the pressures felt are ones which can and should be shared. Masculinity is not what you do, it's what you are. Educators have tomorrow's parents in their classrooms. Greensboro City Schools in North Carolina have a program which helps boys of all ages. Because of the many children with reading problems in elementary school and high school, they decided to let the high school remedial readers (mostly male) act as reading aides for the elementary school. This accomplished many good things:

1. The elementary boys get individual attention for their reading problems.

2. The high school boys get the drill they need by going through it with the younger boys.

3. The high school boys become exposed to younger children. This has positive implications for future fathering on the human level or a wide range of children-related occupations on the professional level.

4. The elementary boys get to know some older boys on a one-to-one basis and therefore get to realize all the different ways you can be male.

5. Little girls get a change too, to see that boys and men can be human.

The people of Greensboro really love this set up and hopefully the lives of many future families will be better for it.

Through Career Day activities and general occupational awareness discussions boys should be encouraged to realize that elementary school teaching or ballet dancing are just as appropriate for boys as farming or banking.

Boys learn from childhood to avoid having anything to do with girls. They also learn that certain personality traits, interests and skills are feminine. Educators need to help boys realize that "feminine" characteristics are really human characteristics, part of us all. If boys don't understand this, they may tragically deny these parts of themselves. At the very least, part of their true nature goes undeveloped. At worst, they may overcompensate for their perceived disgrace into all kinds of neuroses or aggression.

Men cling to the image of superman because they think it will bring them happiness. Few realize that just the opposite may be the case.

Edna Ferber is not alone, when she says:

> For me there is no greater bore than a 100 percent male or female. Confronted by a massive two-fisted, barrel-chested, he-man, or a fluttering itsy-bitsy, all-tendril female, I run from their irksome company. The men and women I prize are a happy blend of male and female characteristics. A man who is masculine with a definitely female streak of perception, intuition, and tenderness is a whole man--an interesting man, a delightful companion, a complete lover. A woman who possesses a sufficient strain of masculinity to make her thoughtful, decisive, wordly in the best meaning of the word; fair, self-reliant, companionable. This is the whole woman. The feminine in the man is the sugar in the whiskey. The masculine in the woman is the yeast in the bread. Without these ingredients the result is flat, without tang or flavor.

Prepared by: Gary L. Ridout, Division of Equal Education
Department of Public Instruction, Raleigh, NC 27611

HOW SEX BIAS HURTS MEN

Activities

1. Tommy, an eighth grader, comes to see you, his counselor, about a problem. His dad wants to send him to a third year of basketball school this coming summer. Tommy doesn't want to go. He says that all the pressure his dad has put on athletics had "kind of taken the fun out of it (Basketball) for him." What do you advise?

2. A teacher in your elementary school comes to you (the principal) about a boy in her second grade class. She "caught" him sitting with several of the girls playing with dolls. The day before she had observed him skipping rope in a predominantly girls' group. "Next thing you know he'll be ballet dancing!", she says. What do you advise for the teacher? The boy?

3. New father (eighth grade teacher) comes to you (the principal) and wants paternity leave. You remind him that this is against school policy. He suggests that you go to the school board and have a change initiated. What do you do?

4. Ninth grade student has decided that elementary teaching seems like a good field, as he likes small children. He seeks advice because his friends have begun to ridicule him and question his masculinity. What do you do?

5. A twelfth grader stops to help a woman who is changing a tire on a city street. She yells at him for considering her unable to do it. He limps away confused. A discussion on etiquette the next day in Home Economics prompts the boy to tell the class about this instance. What is your response as the teacher?

6. Johnny, at 18, is 5'4" and finds it hard to compete in senior high basketball and also in winning girl friends. As a counselor, what do you suggest?

7. Fellow teacher with master's degree is trying to make it on his salary alone. His wife is giving him a hard time because they can't buy a house. She says "My Dad always made enough to support us and Mother never had to work!" He comes to you, his best friend, for advice.

8. Anthony is a second grader in your class with a reading problem. After questioning, it is seen that his dad has never read to him whereas his mother does. Anthony sees reading as a feminine activity. What do you do as a conscientious second grade teacher?

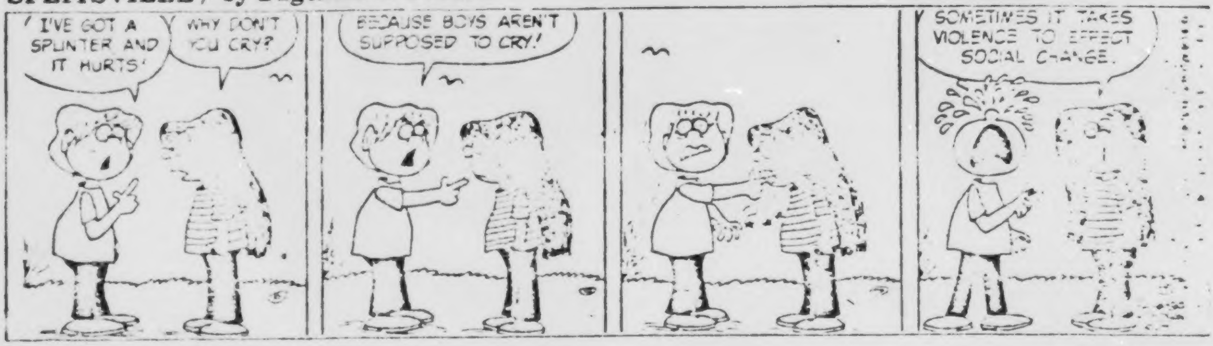
9. A black father stresses athletics for his eleventh grade son, Alex, because he says it will get him out of the ghetto. Alex does well on the basketball team, but is also a top student in Cosmetology. You intervene because Alex's last quarter Cosmetology grades are dropping. What do you say?

10. Judy, an average student in the fifth grade relates an instance to you which occurs quite frequently. After three consecutive 50 hour weeks, at the office, Judy's dad promised the family a quiet evening at home. At 8 p.m. they were about to embark on a family Monopoly Game when the phone rings. An emergency call from the office. Judy is troubled.

Are all DADDIES like this?

SBDL 62 pm

SPLITSVILLE / *by Baginski & Dodson*


I'VE GOT A SPLINTER AND IT HURTS!
WHY DON'T YOU CRY?
BECAUSE BOYS AREN'T SUPPOSED TO CRY!
SOMETIMES IT TAKES VIOLENCE TO EFFECT SOCIAL CHANGE.

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ADVISORY LIST OF INSTRUCTIONAL MEDIA

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McFadden, Michael. Bachelor Fatherhood. Ace Books, 1975. $1.50 (Paper).

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MEN'S LIVES. Rent $56. New Day Films (P.O. Box 315, Franklin Lakes, New Jersey 07417)

SCHLOAT MASCULINITY SERIES. MASCULINITY. Schloat, 1974. Four color filmstrips: 1) WHAT IS MAN? 2) MASCULINE OR FEMININE? 3) THE MASCULINE IMAGE 4) WHAT MAKES A MAN? Disc recordings; guide: $66. With cassette Tapes: $78.

How Sex Bias Hurts Men

FOOTNOTES

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SBDL 62 pm

SEX EQUITY
CONSCIOUSNESS
RAISING

IV

SEX EQUITY CONSCIOUSNESS-RAISING

WHAT CAN COUNSELORS DO?

1. Be aware of how your reaction to students concerning a nontraditional occupational area can affect them--a raised eyebrow or "Are you sure?" can be threatening to the students' ideas.
2. Make bulletin boards and job information displays stressing nontraditional jobs for males and females.
3. Be certain it is clear to students that jobs are not sex related and that being a male or female does not eliminate a job area from their consideration.
4. Conduct group counseling sessions on issues of new roles for males and females; explore with students the changes they will face in this area in the future.
5. Have available or design a filmstrip presentation for use by students on sex role stereotypes and how to eliminate them and/or a recruiting filmstrip for nontraditional occupational areas.
6. Check all counseling materials and testing materials for sex bias and stereotyping and replace those which are biased or design alternative methods for using those you have.
7. Work with parents, when possible, in helping them to encourage their children to explore nontraditional occupational areas, perhaps at an open house or career day conference by exposing them to persons in nontraditional jobs.
8. Be supportive either individually or by forming discussion groups for students in nontraditional areas. Encourage them to be supportive of each other.
9. Work with employers and place students in nontraditional jobs in work-study, cooperative work experience and exit job placements.
10. Contact the State Supervisor for Sex Equity in Vocational Programs, for assistance, 839-3011.

SBDL 60 dl

Sex Equity

CONSCIOUSNESS-RAISING WITH WHATEVER MATERIALS YOU HAVE ON HAND

1. Have students make a list of "masculine" and "feminine" traits prescribed by traditional stereotypes. Ask which students think they have been socialized into these stereotypes, which students feel free of them.

2. Ask students to observe and analyze how younger sisters and brothers (or neighbors' babies and young children) begin conforming to parental and other adult expectations of "girlness" and "boyness."

3. Have students observe and analyze how teachers stereotype students; e.g., boys carry boxes, are supposed to be good at math, are good athletes; girls decorate bulletin boards, write neater papers.

4. Have students interview adults to see why they chose the jobs they work at; how many choices are based on sex-role convention?

5. Ask students to catalogue jobs as to "male" and "female"; see whether each job could be done as well by a man or a woman.

6. Ask students to catalogue household tasks by "female" and "male"; see whether each chore could be done as well by a man or a woman.

7. Have students do research to find out about sex roles in other countries and other cultures today and in the past.

8. Have students observe and analyze how students in their classes stereotype one another.

9. Have students search out people in real life who depart from traditional sex roles. What advantages do these people have? What problems do they face? What do they think of themselves? What do other people think of them?

10. Hold a contest for the "most sexist ad of the year." Have every student bring in a prizewinning entry to class.

11. Have students make charts to record who does what housework (including childcare) in their homes during a week's time. At the end of the week, note which chores are done by females and which by males.

12. Have students analyze their reading books, literature anthologies, social studies texts, and science books as group projects. You can use a prepared evaluation form or you can make up your own standards with students. The examination should look for qualitative as well as quantitative differences in the way women and men, girls and boys are portrayed. Students can also analyze how people of different racial and ethnic groups are portrayed.

CONSCIOUSNESS RAISING

13. Have students search out characters in books, plays, and TV shows who depart from traditional sex roles.

14. Encourage students to rewrite stories containing sex stereotyping. Have them draw new illustrations and display them in the classroom.

15. Have students compile their own anthologies of poems, stories, pictures, newspaper and magazine articles, and anything else they find that combats stereotyping. You might be able to have the material published.

16. If you use the discussion questions and assignments typically included in textbooks and teachers' manuals, supplement these questions so as to counteract sex bias. For instance, you can ask students to discuss how the story would have differed if the main character had been male (or female). Or if the family structure had been different (no father or no mother)?

17. Show films twice. The second time through you can turn off the sound so students can discuss how people are portrayed.

18. Encourage students to write letters to publishers of their books detailing their objections to stereotyped materials, and their suggestions for improvements.

19. Collect data on your class. Poll students to see how many of their mothers work outside their homes and what kinds of jobs they do. How many single-parent families are there? Who does what household chores? Compare the results with the typical family portrayed or pictured in traditional textbooks (or media ads, or TV programs, etc.).

20. Work with students to develop a collection of nonsexist nonracist books, magazines, etc., for your school and neighborhood libraries.

21. Start a collection of myths and sayings about women or men. Discuss their evolution and their validity.

22. Ask students to write or discuss what their future job plans are. Then ask them to write a diary-like description of a typical workday in their lives when they are 30 years old. Students should imagine what they will be doing, seeing, using. Where will they go during their day? Will they have jobs, families, homes? Contrast the expectations of girls and boys.

23. Have students analyze television shows, including newscasts, comedies, dramas, sports programs, etc. What are the images of men and women projected by the TV industry? Compare the TV stereotypes with the future-life predictions.

CONSCIOUSNESS RAISING

24. Ask students to evaluate TV ads aimed at children. Suggest that students write letters to station managers to complain about stereotyped images.

25. Have students study the lyrics from recent songs about women. What image of women is conveyed? Compare today's songs with songs from earlier decades. Has the image of women changed? Can students find songs by and about strong women?

26. Have students list as many job titles as they can think of. How many titles have the implied sex of the job holder (repairman)? Develop new nonsexist titles.

27. Discuss with students why children's books are so often about men/boys/male animals. When the books are about females, what are the characters like? Why do you think publishers prefer publishing "male" books?

28. Arrange for students to discuss with your school counselor job opportunities for women and men.

29. Have students find out how many girls have won athletic scholarships during the past 10 years. How many boys? If more boys than girls are winning these scholarships, are there other scholarships available to girls?

30. Work with adult groups (P.T.A., N.O.W.) to develop programs and materials on ending sex discrimination for students, staff, and parents; e.g., a panel on men and women in nontraditional jobs in your community; a celebration of International Women's Day (March 8), or Susan B. Anthony's birthday (February 15).

31. A role-playing game: one student plays a student coming to a teacher, counselor, or administrator for help or disciplining. The other students are in the "audience" as the teacher, counselor, or administrator. The "student" wears a pink or blue card around his/her neck to identify sex. The "audience" tries to find the most stereotyped kind of response that might be given in the situation; then explores the possibilities of a nonstereotyped response. Another student can be a "parent," also wearing a pink or blue neck-card, who accompanies her/his child at the conference. (Situations can be developed by teacher and students.)

32. Divide students up into sex-segregated groups of about five each. Have the male groups compose a list of "five positive/desirable male characteristics or traits" (such as strength, confidence, etc.); have the female groups list "five positive/desirable female traits," (such as nurturant, sensitive). Collect all the traits and write them on the board in a jumbled fashion. Ask the whole class to select "ten desirable human traits." When the ten human traits have been decided upon, check to see how many were originally "male" traits or "female" traits.

CONSCIOUSNESS RAISING

33. A role-reversal game: Conduct a marriage ceremony in which the groom's mother gives the groom away, the new couple is pronounced woman and husband and become Mrs. and Mr. Jame Smith; a woman officiates the ceremony. What are the students' reactions to this experience?

34. Take students on a "sex stereotyping trip." Stage a mock job interview, a men-only restaurant, an application for credit at a department store, preparations for a party and cleaning up afterward.

35. Cut out questions from Dear Abby and Ann Landers that relate to female and male behavior, sex roles, and relationships between the sexes. Have students write their own nonsexist responses.

36. Have female students pretend that marriage is not an alternative for them. What future plans will they develop?

37. Have students line up in a straight line, picking their position on the basis of their importance. (Do not stipulate what to judge as important. What usually happens is that more males are in the "more important" end of the line, and more females are in the "less important" end of the line.)

38. In the elementary school, boys can be assigned show-and-tell topics such as "when I'm a father" and encouraged to bring in their dolls.

39. In upper elementary grades and junior and senior high schools, awareness of men's lack of liberation can be expanded by asking whether the students know men who:

    -have taken jobs they don't like because they have to earn money for their families?

    -feel they must work overtime and therefore are not able to spend much time with their children?

    -would be happier if their wives earned some of the family income so the fathers would spend more time with the children?

    -are specializing in one area of work, rather than doing a variety of things, because specializing pays more and offers higher status?

    -would rather switch to lower-paying, more creative jobs but feel they cannot because of their bread-winning role?

    -want to question or try something different or risky on their jobs but were afraid to lose them and leave their families without an income?

CONSCIOUSNESS RAISING

40. If you and your students are using sex and race biased textbooks (particularly history) which should be replaced, but your district lacks funds to replace them, have the students use supplementary materials to do research into topics misrepresented or omitted in their texts. Then have students annotate their texts with corrected or new information. Reading these annotations can be a first step in overcoming the biases of the texts for subsequent groups of students who use the texts.

41. Until replaced, switch names of females to males and vice versa in instructional materials.

The above ideas were adapted from the following sources:

Feminists Northwest, Seattle, Washington, teaching experiences.
"Men's Liberation," Scholastic Teacher, November, 1973, written by Warren Farrell.
"Consciousness Razors," available from the National Education Association, #USOE-0-72-2507, 10¢ each.
"Consciousness Raising in the Classroom," Sexism in Education, Emma Willard Task Force, University Station, Box No. 14229, Minneapolis, MN 55414, $4.
"Consciousness Raising in the Classroom or Activities for/to Free Children," by Sandra Shapiro Friedland, N.O.W., 809 South Fifth, Champaign, IL 61820.

SBDL 61 cw

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EXCERPTS FROM: EXPANDING ADOLESCENT ROLE EXPECTATIONS

Most adults assume a variety of everyday roles. This source book deals with how and why some of these roles are changing and expanding in today's society, how sex stereotyping affects different roles, and how vocational educators can help adolescents realize that they no longer have to be limited by sex-role stereotyping in their career and family expectations.

WHAT ARE "EXPANDED ROLE EXPECTATIONS?"

If you were to respond to the question, "who am I?" several times, you would identify the variety of roles you assume in everyday life. You might describe yourself as "husband," "parent," "Teacher," "counselor," "auto mechanic," "electrician," "nurse," "homemaker," "home owner," "son," "daughter," "community leader," etc. As adults we assume many different roles, and these roles change during our lifetimes. Traditionally, some of these roles have been limited to one sex.

In today's society, roles are rapidly changing. The roles men and women can and need to assume are expanding. The word "expanded" is used in this source book to describe perceptions that are not limited by traditional sex-role stereotypes. An expanded expectation allows an individual to consider an occupational role ordinarily assumed by a member of the other sex.

By reducing or eliminating the affect of sex stereotyping on young people's perceptions of themselves and others, they can view various work and family activities as appropriate for human beings rather than categorizing activities according to stereotyped expectations. Liberating humans from role stereotypes does not mean that all women should have careers, that all men should help with housework, or that motherhood and being a housewife is bad. Liberating people from sex-stereotyped expectations for themselves and others can allow members of both sexes to choose and participate in career and family activities according to their own needs and interests.

WHY TEACH FOR EXPANDED ROLES?

At present, the roles for one-half of the population are changing more rapidly than the roles for the other half; role choices, activities and responsibilities are expanding faster for women than for men. The growing number of women in the labor force and as heads of households demonstrates that women are assuming roles which they had not previously assumed. In contrast, studies indicate most men do not view their roles as expanding and that they frequently do not feel they have an increasing number of choices or opportunities.

Whenever there are major changes in a significant number of people's lives, as with the expanding roles for today's women, but without adaptive or complementary changes in the lives of others, an imbalance in the ecology of human relations is created. This imbalance causes conflicts, stress and disharmony for those whose expectations are limited by traditional beliefs as well as for those who are changing.

The personal and interpersonal problems people experience in their work, family and marriage roles are caused in part by the unrealistic, limited and imbalanced role expectations they have for themselves and others. The perpetuation of traditional sex-stereotyped beliefs and roles prevents young people from having realistic and expanded expectations for themselves in adult roles.

> *"Schools not only socialize children in a general way but also exert a powerful and limiting influence on the development of sex roles. Instead of encouraging diversity within broad limits of conduct, they define specific attitudes, modes of acting, and opportunities which are appropriate for boys and girls. This serves to limit the choices open to each sex and contributes to a sense of inadequacy when individuals do not live up to the stringently defined norm or average."*
>
> --Terry N. Saario

Source: Community Service Education Department
New York State College of Human Ecology
Cornell University
Ithaca, New York
1977

LIVING WITH YOUR CHOICES

by Father Leonard Urban
Frederick, CO

WHAT IS FREEDOM?

What is freedom?

"Doing what I want" says the 10-year-old, and unfortunately many of us who are older.

"Being able to choose" says the philosopher, simply a basic human ability to exercise freedom.

"Selecting what is best for me and others around me from a structure of myriad possibilities," says the psychologist. Easier said than done, with so many cultural pressures at work in our part of the world.

Eventually it all catches up to us and we get pulled into those dark and ominous corners in life having to do with exhaustion, frustation, and paralyzing ambivalence.

At times like those we are prone to declare that life is a sham, a disappointment, like pushing rolling stones uphill, rather than facing some of the bad choices we've made and admitting that life's sour taste might be at least partially our fault.

FDDL 63 pm

Excerpts from article
published in Women's Work*
May/June 1978

WHEN YOU BOTH WORK . . .

by Maggie Riechers

"What I need is a wife" is an exasperated cry heard increasingly across the land. The sentiment isn't new, but the source is: the increasing number of women with full-time careers who are finding that juggling job, home and family is a job in itself. And that job undeniably would be eased by the services of a helper equipped to serve as secretary, governess, hostess and chief cook and bottle washer--in short, the wife that male achievers have so often considered a necessary accouterment to the long climb up the corporate or professional ladder.

But today the traditional wife is part of a changing, if not dying, breed. And as she changes, so do our accepted ways of thinking about husbands, families and occupations.

Until just a few years ago, a husband had career aspirations--and a wife had housework. He strove for success in the world; she stayed home to keep his personal life in order, thereby facilitating his achievements. If she did work outside the home, it was usually temporarily, during a financial crunch--or to give her something to do after the children were grown. The few women who pursued a career were automatically thought by many to be selfish wives, rotten mothers and menaces to society.

Now, with more and more women aspiring to careers, those orderly, compartmentalized roles are changing and choices are expanding--for wives and husbands. But change does not come easily.

The two-career couple, in which both husband and wife are dedicated professionals, is indeed becoming more prevalent. This "partnership of equals," says Letty Cottin Pogrebin in her book Getting Yours: How to Make the System Work for Workinging Women, should be the most egalitarian marriage of all (the others being the two-person career family, in which wife and husband are devoted to his career, and the two-job family, where both partners work, but his job is clearly more important). But the "dual-career family," as Pogrebin calls it, is "subject to the same sex-role pressures and the same standards of marital 'normality' as everyone else . . ."

In addition, the working world can present its own brand of pressure and problems, since it generally hasn't kept pace with the advent of two-career couples and the sometimes unorthodox lifestyles they adopt to make their jobs and marriages work . . .

Time Is Money for Two-Career Couples

Since the system hasn't changed to accommodate them, the two-career couple has to make what Holmstrom calls its own "ad hoc arrangements." An understanding boss helps. So does a neighbor who agrees to act as back-up babysitter. And routines are developed which include provisions for doing grocery shopping in the evenings and errand-running during lunch hours.

While career persons are still generally expected to fit their life into their employer's schedule and devote body and soul to professional advancement, the workaholic theory of success may be changing, says Boston Globe columnist Ellen Goodman. Today, says Goodman, the choice for women and men is not so much between family or career but "between the sort of success that demands single-minded devotion to a goal and the sort of balanced life that includes family and work, but precludes overachieving."

But workaholics or not, the simple fact is that two-career couples lives are almost always busy, if not frantic. They have two incomes, however, and the overriding rule is that time is money. They can afford to pay for someone to clean their houses and care for their children. Many live close to their work and eat out several times a week.

Philadelphia psychologist Margaret Baker calls scarcity of time "a problem that is inherent to the two-career couple." Dr. Baker and her psychiatrist husband, Howard, are currently running weekend seminars around the county, through the Institute of Pennsylvania Hospital, on "The Modern Two-Career Marriage." Seminars deal with the specific issues two-career couples must resolve--including the use of time.

"People in two-career marriages are usually bright and ambitious--in a word, perfectionists," says psychologist Baker, who has a practice, teaches at Chestnut Hill College and is the mother of an 18-month-old son. "They are accustomed to being able to overcome hurdles and feel they should be able to handle everything . . . career, hobbies, friends. But they can't, and so they're sometimes left with a sense of inadequacy." Her solution: "They have to decide what's important and make that central."

Boston-based writer and journalism professor Caryl Rivers agrees. She and her journalist husband, Alan Lupo, have two children--and also two careers in journalism. Rivers believes the secret to managing family and career is setting priorities.

"I have to pick out the things I really want to do and let the rest slide." she says. "For example, I bypass all the little niceties like thank-you notes. We devote our energies to the family and work, so we don't have time for much social life. Since we don't entertain, our friendships get neglected. But fortunately, many of my friends have the same kind of life-style, so they don't get insulted when I don't call for two months."

Avoiding the "Superwoman" Syndrome

Finding energy is as important as finding time, Rivers points out. "I think both Alan and I put a lot of energy into being with the kids so they get enough attention. I find that sometimes at night, when I'm tired, I have to resist the temptation to 'tune out' everybody else in the family, especially when the kids need to talk about some epic event in the sixth grade."

Rivers says she tries to accept what is possible and to ignore what is beyond the limits of time and energy.

Caryl Rivers calls her marriage "liberated" because she and her husband share the household and child-care responsibilities. Writing about it in the New York Times, she defines a "liberated" marriage as one in which there is a rough parity of both the dirtywork and the glory."

In her own marriage, Rivers says, "A rough breakdown of the work would probably go this way: Child care, about equal. He handles food shopping, most lunches, the car pool, trash, the dog and miscellaneous tidying. I am in charge of breakfast and dinner, vacuuming, the wash and the ponytail. All these chores shift when necessary . . . My husband is totally unthreatened by being spotted with a dishtowel in his hand . . ."

Dish towels and aprons are no longer symbols of the henpecked husband. Men are finding that if they don't do their share, it won't get done and are consequently taking an active role in running the household. One husband concedes that he'd rather wash dishes than change the spark plugs--something his wife enjoys doing.

New Twists to Getting the Chores Done

More chores, it seems, are being divided up according to interest lines rather than sex roles. Alan Lupo handles the food shopping in his family; Margaret Baker takes care of her family's car.

Some couples assign specific duties; others pitch in when something needs to be done. When Hartford attorney Reggie Babcock married his editor wife, Lyn, they drew up a marriage contract which specifically states that both will pursue careers and share household tasks. "When we first married, we assigned tasks and were very specific about who did what," says Lyn Babcock. "Now we're not so regimented. We're aware that we both work and have to carry an equal share of the load at home." But she admits to taking on some of the "emotional responsibility" that Dr. Baker talks about: "I do feel that I initiate the housework . . . my instinct is to check up on Reggie, but I force myself not to worry about it."

The responsibilities of both partners are magnified when children are part of the picture. Working parents usually adhere to the "it's the quality, not quantity, of time" philosophy of child rearing. They have to, since good daycare facilities, flexible working hours and sympathetic bosses are the exception, not the rule. Two-career families usually operate with a back-up contingent of babysitters, neighbors and grandparents.

In deciding whether and when to have children, most dual-career couples are aware of the energy and time needed to be both parents and professionals; as a result, many are postponing children until their careers are firmly established. Others are deciding not to have children at all.

*Women's Work
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Excerpt from "Househusbands"
Reprinted with permission

by Letty Cottin Pogrebin
& Ladies Home Journal
November, 1977

What's life like in the "role-reversal" family--the one which Daddy stays home and keeps house while Mommy goes out to earn a living? Here's a surprising special report.

For five very different men who stayed home for periods ranging from three weeks to 13 years, the system works. (Though they were chosen at random from various income groups and geographical areas, the five men had one curious thing in common: all are, or want to be, writers: none were content doing only housework and child care.)

Dr. George Bear, a New York heart specialist who rarely gets home before 7 p.m., had done little cooking or work-sharing in 13 years of marriage--during which his wife Pat stayed home. His first total immersion in domestic life occurred last summer. He decided to spend his three-week vacation at the family's beach house, taking care of Emily, 2, and David, 8, while Pat stayed in town Mondays through Thursdays working at her new job as a magazine researcher.

"Pat was afraid I couldn't handle it," Dr. Bear recalls. "I'm very absent-minded and she thought I'd forget to cook dinner or forget to wake up the kids for camp. She left notes everywhere, reminding us to feed the dog and cats, check the milk and bread supply, have David do his workbook assignments and Emily bring her ballet clothes to camp. A couple of times I did forget to defrost something for dinner, and once I left a pot burning on the stove. But I think I was generally less absentminded than usual--because I was forced to take responsibility. Anyway, I knew Pat would be home every weekend to pick up the pieces.

"My only real problem was my insecurity in matters of judgement. For instance, I couldn't decide whether the children should be allowed to go to a late movie. The worst day was when Emily got sick. I made her some chicken soup, then I didn't know what to do next. I'm only a doctor; I'm not a mother. So I had to call Pat.

"I also called her when I couldn't find something I needed, or when I had a question about the washer or dryer. Those were my daily crises. When I used to call home from the hospital in the midst of 40 million medical pressures, I'd get annoyed if Pat said she couldn't talk to me because something was boiling on the stove. Now I understand how her pressures could be just as urgent to her.

"Interestingly enough, I thought I'd have lots of time to do some writing during those three weeks, but I hardly got anything done. My mind was always occupied; I couldn't relax. There were always interruptions or the anticipation of interruptions. When you're the only parent at home, you can't say, 'Go ask Mommy.'

Because her father was less strict about neatness, Emily Bear found herself freer to leave things around, but also more responsible. 'I had to take care of my drawers without being reminded,' she said. Would she like George to stay home all the time? 'I'd like it best if Mommy was home one day and Daddy was home the next day and they kept changing off all year long!'

Ted Koppel, 37, foreign correspondent for ABC-TV News since 1963, stayed home for nine months while his wife, Grace Ann, completed her first year as a law student at Georgetown University. She had given up her doctoral studies to marry him, have four children (now 6, 7, 11 and 13), and move the family 11 times to wherever his foreign assignments placed him. In August, 1976, Ted and Grace Ann made a serious reappraisal of their lives. She decided to pursue her lifelong interest in the law; he decided to take over at home, get to know his children and work with Marvin Kalb on a novel (In The National Interest, published this month). Ted's bosses at ABC let him do radio commentaries from home and commute to New York for Saturday newscasts. Here's his report on his nine months on the home front:

"Grace Ann did the laundry, once-a-week heavy cleaning and the family paperwork she's always done. I did the everyday cleaning, shopping, cooking and took care of all the kids' needs. Cooking wasn't the mysterious art it's cracked up to be. If I was expected to understand foreign affairs on my job, I could certainly read and follow a recipe and figure out a balanced menu. What I found most interesting were the mental changes we both underwent--the mutual enlightenment. For instance, one day after I'd finished mopping the kitchen floor, Grace Ann came home from school and walked all over it. I started yelling, "Take off your shoes, you're tracking up my floor!"--a sentence I'd heard her yell a hundred times. A light went on in both of our heads. We understood that it's not necessarily inconsideration that lets you come home from a hard day with more on your mind than taking off your shoes to protect a wet floor.

"Another time I had dinner hot and ready at 6:30 and when she ambled in at ten minutes of seven, everything was cold and ruined. Naturally, I exploded. She hadn't called to say she'd be late. I had done the same thing countless times myself, but it took this perspective to show both of us how inconvenient it can be to have to rush to the phone during a busy day--yet how important the call is to the one at home. 'In addition to this new mutual understanding, our relationship to the children changed. It used to be a big deal for them if I was home from my travels for more than a week at a time. Now, if I put on a suit for anything other than an evening out with their mother, they ask, 'Where are you going, Daddy? Why isn't Mommy going?'"

"The first time I called the pediatrician for an appointment, I got one right away. It was assumed that I had more important things to do than wait around with a sick child. Once it was known that I was the "housewife" of our family, I had to get in line for an appointment like all the mothers do. If you stay home, your time doesn't count."

"I realize how unfair it is to put the total burden of a house and kids on one person. Neither Grace Ann nor I can ever go back to the old roles. She didn't need a Ph.D. to run a household. I discovered that the job I'd thought was everything wasn't what I wanted to do anymore. I resigned from ABC in September to devote myself to full-time writing and to continue holding up my share at home. Actually, the whole experience has changed my life."

Until 1964, Taber Collins, 52, was a golf and tennis pro: his wife, Mary Beth was a wife and mother studying toward her masters degree. Then Taber had a heart attack, she went to work and he became housekeeper and full-time father to their 11 children. Now that the children are grown (they range from 15 to 29), he's writing a book about his 13 years at home.

"I was against her working, but we needed the money. She took a $3,000-a-year job with the Arizona Welfare Department, and over the years, we've moved whenever her work required it. Today she's Director of Substance Abuse Control for the State of Michigan, she's in Who's Who, she talks to the governor, testifies before the Senate, has met President Carter and earns $40,000. If I'd had my heart attack five years earlier, she'd be president of the world by now."

"But I'm better with the children than she is. I loved all those kids around me. We talked to one another, and to this day they come to me with their problems and the ones who live far away write to me, and everyone visits often. I was a Navy man. So when they were all at home together I organized the housework on a work assignment board. For the ones who were too little to read, I took pictures of the child and put them beside pictures of each job--a broom, an unmade bed, a dirty pot. Everyone learned every chore, regardless of sex. I never had to punish anyone after the first four. The oldest ones set the example for all the others."

"I used to mark their clothes with numbers and colors, then dump the laundry in the middle of the floor and they sorted it. There were teams for cooking, dishes, table-setting and floor-sweeping. The only thing that didn't work was my plan to sleep late in the morning and have them wake up with a tape-recorder set on a time-clock. They didn't like it.'

"No one understands what women are up against better than I do. I've been a member of the Mothers' Club of Cave Creek, Arizona, and the National Organization for Women because I'm in the same boat. My wife has the same annoying characteristics that successful men have. She often leaves the house by 6:30, comes home beat, expects dinner to be ready and is too tired to talk. She used to need me to help her with her problems or give her advice on job changes. Then, suddenly, she was beyond me. She's meeting with some of the most attractive, intelligent and powerful people in the world. What can a full-time homemaker do to match it? All you can give is lots of love.

"On the kids' school documents, I used to fill in Occupation: Househusband--and I'd always get a call from the office, 'Mr. Collins, you must mean you're unemployed.' Hell no, I'm a housekeeper. I keep this house together. If 11 children isn't a career, what is?"

psychology today MAY 1979

The way we talk to one another carries a silent message, dictated by the setting and by social roles. Interruptions, long pauses, abrupt shifts in topic, the sequence of speakers—all may provide significant clues to who's in command.

CONVERSATIONAL POLITICS

By Mary Brown Parlee

(Reprinted from Psychology Today Magazine, Copyright 1979, Ziff Davis Publishing Company)

Have you ever felt one down in a conversation without knowing exactly why? Felt the other person was doing something that made you feel uncomfortable even though it wasn't anything he or she actually said? If so, you may have been the victim of what some social scientists call conversational politics—the violation of normal "rules" of conversation in order to assert power.

Someone who repeatedly interrupts, doesn't pay attention to topics you raise, responds with a perfunctory "*umhumm*," is engaging in conversational politics. The *way* someone converses sends a message, apart from what is said in words or communicated through body language. Recent research suggests this underlying mode of communication may be more pervasive than we realize.

Psychologists used to think conversational habits like interrupting, dominating the conversation, and ignoring others were part of the personality of the individual. Occasionally, they were viewed as characteristic of a particular personality type—for example, obsessive-compulsives. The new view suggests that such habits may be a product of the environment as well as the person. They can emerge in virtually anyone under particular conditions and in certain roles.

Much of the recent work in conversational politics no doubt grows out of interest in sexual politics. Psychologists have been exploring the subtle ways that gender differences express themselves in all kinds of male-female interaction, including conversation. But those studies have broader applicability as well. For instance, discussions between doctor and patient, young and old, boss and subordinate all may show patterns that are largely independent of individual personalities. (Doctors question patients, rather than vice versa; older people interrupt younger ones; subordinates pursue topics raised by bosses more often than the reverse.)

Such regularities in conversations are the subject matter of sociolinguistics—the study of how social settings and roles influence language use. Anthropologists, who are doing some of this work, have long made important contributions to the study of language use in other cultures. In his pioneering work *The Silent Language*, Edward Hall showed how body language—for example, the distance a speaker stands from another's face in a conversation—has a symbolic significance that varies from culture to culture. More recent studies zero in on the minute differences in conversational behavior itself, on the different meanings taken on in various cultures of, say, interrupting a person or failing to answer a question.

Research on one aspect of language use—how the turns of speakers and priorities of topic are determined—sheds light on conversational politics. Investigators have discovered general rules that speakers and listeners follow when they take turns speaking:

Rule 1: The speaker signals his or her intention to yield the floor.
This can be done with linguistic cues (the speaker simply stops after a complete sentence), with paralinguistic cues (a drop in voice pitch or volume), or with body language (stopping hand gestures, relaxing tensed posture).

Rule 2: The next speaker, in effect, selects herself or himself.
The first person to start speaking when the previous speaker stops usually gains the floor.

Rule 3: The current speaker selects the next speaker.
This can be done by addressing a listener by name, by asking a direct question, or by ending a statement with a tag question ("You know?" "Don't you agree?").

Simple as these rules are, they are also general enough to describe a variety of conversations and are context-specific as well. That is, the general rules are modified in different sorts of two-party interactions and cultural settings, and can account for a wide range of sociolinguistic phenomena, including conversational politics.

Among Native Americans of the Warm Springs Indian Reservation in Central Oregon, the turn-taking rules show variations that reflect important cultural differences. For example, one way a middle-class, white American speaker can select the next speaker (Rule 3) is by using a form of speech that "obligates" a listener to reply. A compliment, a request, an invitation—all require the listener to respond appropriately on the next turn. University of Arizona anthropologist Susan Philips has found that among Native Americans of Warm Springs, invitations do not have to receive a response right away—or even at all. The final response to an invitation is the person's presence or absence at the event; verbal answers to the invitation may be given before that time, but politeness does not require it.

Questions, too, do not require an answer on the next turn. Philips describes an anecdote she heard from a Native American who had married into the Warm Springs Reservation from another tribal group. He had been struck at first, he said, by how difficult it was at times to get an answer out of "these old people" (a term of respect). He had once posed a question that was answered a week later. According to Philips, the fact that utterances (invitation-response, question-answer) can be tied together over a wide time range reflects an important cultural difference. In middle-class, white American speech, answers must follow questions on the next turn in order to assure the speaker that he or she has been heard and attended to: a question unanswered is a question unheard. Among the Native Americans, the lack of an immediate response simply means the listener did not want to answer right away.

Similarly, Philips suggests that other turn-taking patterns at Warm

UM-HUMM.
Huffaker

"Politeness does not require a Native American to answer a question on the next turn. He may answer a week later."

Springs reflect the speakers' and listeners' confidence that they will be heard and will get their turn at speaking without having to compete for it. Compared with middle-class, white Americans, the Native Americans showed longer pauses between two speakers' turns, greater tolerance for silence, low frequency of simultaneous talk or interruptions, and more even distribution of talking turns among a group of speakers.

Speech Varies with Setting

Research on race as a variable in language use has focused in part on the way the setting and the relationship among the participants can affect speech. Work by linguist William Labov in the early 1970s showed that black children sometimes use language quite differently in the presence of an adult interviewer asking questions, compared with a more informal setting with another child present. Consider Leon's speech in the two different settings below:

Interview setting

ADULT: You never been in a fight?
LEON: Nope.
ADULT: Nobody ever pick on you?
LEON: Nope.
ADULT: Nobody ever hit you?
LEON: Nope.
ADULT: How come?
LEON: Ah 'o' know.
ADULT: Didn't you ever hit somebody?
LEON: Nope.
ADULT: (Incredulously) *You never hit nobody?*
LEON: Mhm.

Informal setting with another child present

ADULT: Is there anybody who says you momma drink pee?
LEON: (rapidly and breathlessly) Yee-ah!
GREG: Yup!
LEON: And your father eat doo-doo for breakfast!
ADULT: Ohhh!! (laughs)
LEON: And they say your father—your father eat doo-doo for dinner!
GREG: When they sound on me, I say C.B.S.
ADULT: What that mean?
LEON: Congo booger-snatch! (laughs)
GREG: Congo booger-snatcher! (laughs)

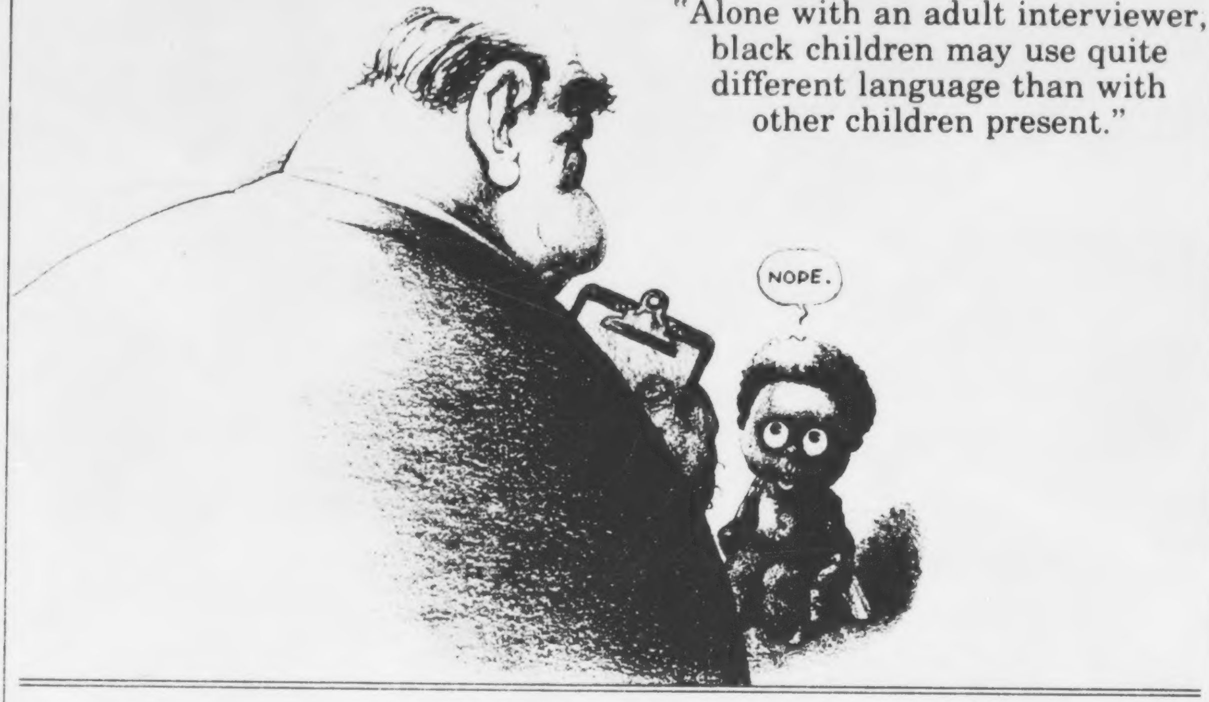
Clearly, in the interview setting, the turn-taking rules do not operate smoothly. The child gives minimal answers that do not allow a conversation to develop. Labov warns that teachers or other adults might wrongly conclude from the interview that the child has a language deficiency. The same child's speech in another setting, however, shows that the test situation is responsible for the "deficiency."

Research reported last year at Rockefeller University by psychologists Michael Cole, John Dore, William Hall, and Gillian Dowley confirms and extends Labov's work. They studied children's speech during a class trip to a local supermarket and in discussions about the trip on their return to a Head Start classroom. They found the children's speech to be more complex and dynamic in the classroom than in the supermarket. In school, the teacher talked with the children in an "examination" mode. She asked more questions than in the supermarket, questions likely to require more complicated answers.

The Male Conversational Style: Interruptions

Studies of sex as a variable in language have focused on the way conversations among males and among females differ from conversations be-

"Alone with an adult interviewer, black children may use quite different language than with other children present."



tween males and females. One striking set of findings concerns interruptions—which are violations of the general turn-taking rules. Sociologists Candace West and Donald Zimmerman, whose pioneering work at the University of California at Santa Barbara opened up the topic for scientific investigation, studied conversations in a variety of university settings (including a coffee shop, drugstore, and apartment). After recording and analyzing spontaneous conversations, they found that males interrupt females much more often than they interrupt other males, and more often than females interrupt either males or females. Here is a typical example of male interruptions, taken from the transcript of a conversation about term papers recorded by West and Zimmerman (the brackets indicate points when the man and woman are speaking at the same time):

FEMALE: How's your paper coming?

MALE: All right I guess (pause) *I haven't done much in the past two weeks.* (pause)

FEMALE: Yeah. know how that [can]

MALE: [Hey] ya got an extra cigarette? (pause)

FEMALE: Oh uh sure. (hands him the pack)

Like my [pa. . .]

MALE: [How] bout a match?

FEMALE: 'Ere you go. Uh like my [pa . . .]

MALE: [Thanks.] (pause)

FEMALE: Sure. (pause) *I was gonna tell you [my . . .]*

MALE: [Hey.] I'd really like ta talk but I gotta run. See you. (long pause)

FEMALE: Yeah.

The patterns of male-female interruptions were similar to those West and Zimmerman had observed in an earlier study between parents and children in a doctor's waiting room. Parents interrupted children much more often than the reverse. Perhaps, the investigators reasoned, they had biased their results by studying only conversations between persons who knew each other; people meeting each other for the first time might be more concerned with being polite, and any interruptions might be more evenly distributed between the sexes.

West and Zimmerman recorded conversations between pairs of previously unacquainted students, once again counting the interruptions in male-male, female-female, and male-female conversations. Concern over politeness apparently does not prevent violations of the turn-taking rules. In laboratory conversations between the sexes, males interrupted females more than females interrupted males. In the male-male and female-female conversations, the researchers frequently found that one partner interrupted the other more than vice versa.

West and Zimmerman argue that interruptions reflect and assert power differences, with the more powerful conversational partner interrupting the less powerful one more frequently. They define power not as an attribute of an individual but as something that is created in an interaction. The person who interrupts is creating and exercising power by violating the other's right to speak. The researchers believe, although they do not yet have data to prove it, that the display of power through interruptions will be found in other relationships besides male-female and parent-child—for example, in conversations between people who differ in race, class, or job status. In their view, such interruptions might be expected to occur even on a first meeting—men might want to make a dominant first impression to set the tone for any future relationship that may occur.

West and Zimmerman's interpretation is similar to one that psychologist Nancy Henley of the University of Massachusetts in Lowell has offered concerning body language. Henley studied couples in outdoor settings such as parks and zoos and found that men touch women more frequently than the reverse. She proposes that touching, when it is not mutual, is a form of body politics: the assertion of power is a significant aspect of the nonverbal message. The nonverbal display of power is particularly important in hierarchical relationships, she argues, because the message can be denied verbally. Body politics thus represents a way in which one group—defined by sex, race, class, job status—can exert control over another.

Sociologist Pamela Fishman has also studied sex differences in male-female conversations, and found that women "work" harder in conversations than men, in the sense that they put more effort into keeping the conversation going even though they have less control over what it is about. She placed tape recorders in the homes of three couples and, with their consent, recorded over 50 hours of naturally occurring conversations. All three couples described themselves as being "liberated" from traditional sex-role stereotypes.

Fishman analyzed the conversations to see how often the men and women introduced topics that "succeeded" (were developed in further conversation between the partners) and how often they raised topics that "failed" (the speaker was unable to get the listener to pursue the subject). She found that topics introduced by men succeeded 96 percent of the time, while topics introduced by women succeeded only 36 percent of the time (even though, overall, women initiated 62 percent of the topics in the conversations).

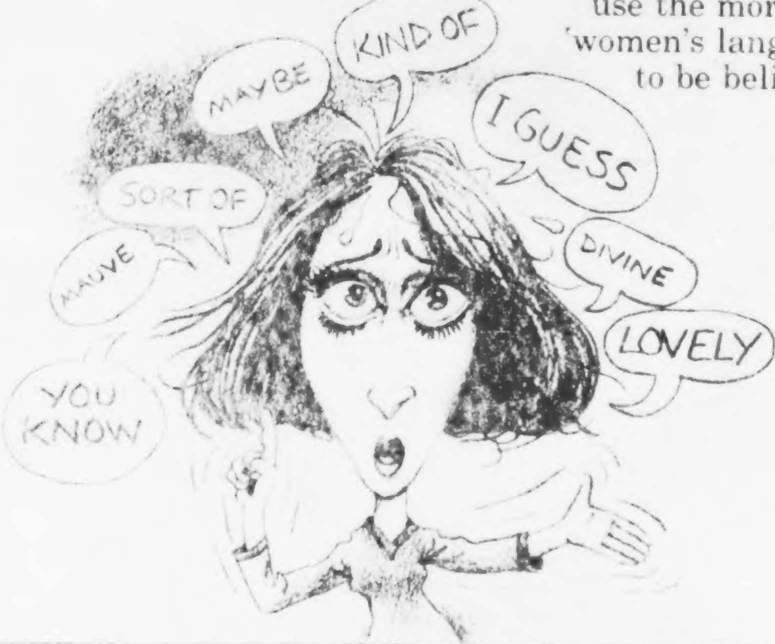
According to Fishman, the women used a number of strategies to try to increase their chance of success, strategies that men seldom used. Women asked questions (which in our culture demand an answer) nearly three times as often as men did. They often used an introductory attention-getter: "D'ya know what?" or "This is really interesting." As a group, they said "you know" 10 times more often than the men did, with the use of the phrase increasing in individual conversations as the man failed to respond to the topic.

One way men "killed" conversational topics introduced by women was to give a minimal response (*"um"*), sometimes after *a pause*, when the woman had finished speaking. The minimal response prevents the turn-taking rules from operating smoothly since the topic is not jointly developed. Eventually, a topic receiving only minimal response fails, and the conversation breaks down. By killing topics raised by women, and by having their own topics almost always succeed, men controlled the conversation with little effort, Fishman concluded. Women, on the other hand, not only worked harder to have their own topics succeed, but also regularly took their turns talking about a topic raised by the men.

The following two excerpts (slightly adapted for readability) from dialogues recorded by Fishman illustrate the different treatment given a topic raised by a man compared with the treatment of one raised by a woman. In the first, the man begins by introducing the topic of a newspaper article on Russian gymnast Olga Korbut's visit to then-President Richard Nixon. The woman responds with apparent interest, asking questions:

MALE: What do you think your best weight is?

"People—male or female—who use the more tentative style of 'women's language' are less likely to be believed by a jury."



FEMALE: Ninety-five heheheh. *Oh, I'd say 92.*

MALE: I saw in the paper where Olga Korbut . . .

FEMALE: Yeah.

MALE: . . . went to see Dickie . . .

FEMALE: You're kidding! What for?

MALE: I don't know.

FEMALE: I can just imagine what she would go see Dick Nixon for. I don't get it.

MALE: I think she's on a tour of the United States.

FEMALE: Has he sat down and talked to her?

MALE: (shows a picture in the paper)

(conversation continues)

The second full transcript is much longer than the first. In it, the female "worked" for a full five minutes to get a conversation going on an article she is reading. The male responds minimally, and no conversation develops.

FEMALE: I am really offended! That a magazine could publish this *book.* (pause, during which male does not respond) *That someone could put together this kind of a book on muckraking sociology. This article I'm reading just* (pause) *just to aggravate myself, I guess, called* "(title of article)" *by Bill London.* (pause, no response from male) *It is the most sexist thing, overtly sexist-racist thing I have read in years.*

MALE: Why?

Although the male's attention seems to be perking up, he in fact becomes less involved as the female continues to talk about the article. His responses become further apart and less conversational (*"umhum,"* grunts). At the end, it sounds as if she is talking to herself.

Power and Genderlects

Some investigators think another area of sociolinguistic research also supports the idea that women's relative lack of power is reflected in their speech. Linguist Robin Lakoff has suggested that because their social roles are so different, men's and women's speech are almost different enough to be regarded as different dialects ("genderlects"). According to Lakoff, women's language (language used typically but not exclusively by women) has these characteristics:

1) Use of certain words rarely used by men (an example: *mauve*).

2) Use of "empty" adjectives (such as *divine* or *lovely*) that do not have connotations of power.

3) Use of a questioning intonation at the end of a declarative statement (and more frequent use of tag questions as well).

4) Frequent use of modifiers or hedges ("sort of," "kind of," "I guess"). Such qualifiers, like the questioning intonation, decrease the assertiveness in the statement.

5) Intensive use of "so" with an adjective (as in "so many people").

6) Use of hypercorrect grammar and excessively polite speech.

All of these characteristics, Lakoff believes, render women's language expressive and polite rather than direct and informative. It is definitely nonassertive. Lakoff's conclusions were based largely on unsystematic observation and listening. But recent sociolinguistic research has provided evidence that her observations were, by and large, correct.

Cornell linguist Sally McConnell-Ginet has experimental evidence that women do use the diffident declarative (statements with a questioning tone) more often than do men. Her research involved asking men and women on the Cornell campus what the name of a particular building was. Women, she found, would answer with something that sounded like another question ("This is Olin library?") more often than men.

Women, on the average, have been found to be less precise when describing the perceptual properties of a complex scene ("about six books" is a typical phrase); those differences may begin in children as young as four.

Psychologists Faye Crosby and Linda Nyquist, working at Boston University, directly tested Lakoff's hypothesis about the existence of "women's language." They developed a system for scoring speech on all six of the characteristics Lakoff proposed; the summary score could then be used to test whether women use "women's language" more than men do.

Crosby and Nyquist found that "women's language" was more frequently found, in a laboratory setting, in the speech of college women than in that of college men. In another experiment, Crosby and Nyquist studied the speech of police personnel and their clients in conversations at a police station. (Most of the clients came to the station with inquiries of one sort or another.) Crosby and Nyquist found that the clients—males and females—used "women's language more than the police personnel, who were both male and female." They suggest that "women's language" is used by people in particular roles—which tend to be those lacking power. Nothing is inherently female in "women's language."

If men's and women's speech styles are different in systematic ways, what are the social consequences? Recent research by Duke anthropologist William O'Barr suggests that people—male or female—who use the more tentative style of "women's language" are less likely to be believed by a jury. They lack the credibility of someone speaking in the "male" style. For much the same reasons, the British Broadcasting Corporation (BBC) for years prohibited women from reading the news over the air (and only recently broke with this tradition). Thus, speech may not only reflect power differences in the world, it may also create them through a self-fulfilling prophecy. (People who use the diffident declarative do not sound authoritative, therefore they should not be in positions of authority because they will not be believed. No one in positions of authority uses the diffident declarative. And so on.)

Research on how men and women talk to one another is only one example of a larger domain of study that is exploring the way power differences affect speaking styles and conversational interactions. Conversational politics, together with body language and the spoken word, may lie at the heart of the way we maintain roles, relationships, and the feelings that go with them. While researchers don't completely understand why we feel so one down when we're victims of conversational politics, sociolinguistic studies are providing at least the beginnings of some of the answers, don't you think?

Mary Brown Parlee is an associate editor at *Psychology Today*.

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LIFE PLANNING, CAREER AND OCCUPATIONAL CHOICES

V

"WHAT IS MY FUTURE 'WORK-LIFE EXPECTANCY'?"

Introduction

This page of the student material is intended to summarize the basic work-life expectancy for each and every woman in America today. The information is a summary of data compiled by the Department of Labor and is current as of June, 1976.

Narrative

You can expect the following life pattern as you move from school through middle age to the later years of life:

Unless you go to college, the majority of you will go to work at age 17 or 18 after leaving school. Within three of four years, a large number of you will marry. Some of you will stop working in order to get a new home organized, but most of you will continue to work to make it possible for your spouse to get through school or to permit purchase of such things as a car or a home. Then when your first baby arrives, most of you will give up your jobs and remain out of the work force until your youngest child is old enough to go to school. But many of you will continue to work with preschool children, usually because of economic need.

When your youngest child no longer needs constant care, most of you will choose to return to paid employment. This will probably happen when you are in your early 30's, after you have been out of the work force for about eight or ten years. Once back, the tendency will be for you to remain at work, perhaps not continuously, but certainly for most of your life until age 65.

For those of you who remain single, the length of your working life will be about 40 years. Since most singles must support themselves, and often parents or other relatives as well, they must continue to hold a job.

Summary: Your "work-life expectancy" will be:

--if single, about 40 years
--if married with no children, about 30 years
--if married with children, about 15 to 25 years*
(depending on the number of children).

Are you prepared for your "work-life" of 15-40 years?

*As spouse who assumes child-care responsibilities.

LIFE PLANNING CASE STUDIES

Objective: To involve students in serious discussions concerning the need for job skills.

To increase student awareness of the need to think ahead in life planning.

Materials: Life Planning Case Studies

Target: Secondary Students

Case Study, Life Planning No. 1

Shirley and Jack

Shirley and Jack were married right after they graduated from high school. Jack had completed a vocational training program in high school and was employed at an auto body shop. He was earning about $5.00 an hour ($800 a month) and expected to be the breadwinner in his family. That was fine with Shirley because she had enjoyed the cooking and sewing classes in school and liked staying home to take care of their apartment. Besides, both Jack and Shirley loved children and intended to have a large family.

Right after their third child was born, Jack was laid off because of cutbacks. Because he could not find a job, Shirley and Jack were forced to live on unemployment insurance. But that was not enough to pay all their bills. Shirley decided to look for a job, but Jack got furious. After a series of fights, Jack gave in and allowed Shirley to look for a job.

Shirley did not have any vocational skills, but she was lucky. A local drive-hired her at $2.90 an hour. She works at night and takes care of the children during the day so Jack can go job hunting. They have more bills than money and the employment scene is not good for Jack. Their savings has disappeared and life is miserable.

Questions:

What can Shirley do now to relieve this problem?

What could Shirley have done to prevent this problem?

What could Jack have done to prevent this problem?

What could Jack do now to relieve this problem?

Do you think Jack's feelings about working wives is typical or atypical of male students?

Do you think Shirley's feelings about her future career were typical or atypical of female students?

What could their high school teachers and counselors have done, if anything, to better prepare them for these unplanned circumstances?

LIFE PLANNING CASE STUDIES

Objective:	To involve students in serious discussions concerning the need for job skills. To increase student awareness of the need to think ahead in life planning.
Materials:	Life Planning Case Studies
Target:	Secondary Students

Case Study , Life Planning No. 2

Dick and Margie

Dick and his wife Margie have been working for Pearl Harbor Manufacturing for several years. Recently, Margie was promoted and now earns more money than Dick. In fact, Margie is now Dick's boss. Since company policy does not allow a husband or wife to supervise their spouse, Dick and Margie must make a choice about who will continue to work at Pearl Harbor.

The employment situation is tight so neither Dick or Margie feel they can obtain employment elsewhere. Dick likes to cook and take care of the house, but he is worried about what other people will say if he becomes a "househusband." Margie does not mind housework, but she enjoys her job and is earning considerably more money than Dick.

Questions:

What would you do?

Is Dick right to worry about what other people think?

Should Margie worry about what people will think of her if she continues to work?

Should females and males be prepared to work as both a housekeeper and wage earner?

LIFE PLANNING CASE STUDIES

Objective: To involve students in serious discussions concerning the need for job skills.

To increase student awareness of the need to think ahead in life planning.

Materials: Life Planning Case Studies

Target: Secondary Students

Case Study, Life Planning No. 3
Jenny and Gary

Gary and Jenny were both enrolled in auto mechanics in high school. Many of the students teased Jenny about being in the program, but Gary always supported her. Both Jenny and Gary came from homes where their mothers had to support the family, so they knew how important it was for a woman to have skills for a good-paying job.

After high school, Gary and Jenny were married. They both went to work in an auto repair shop, and they both earned good wages. They saved as much of their paychecks each month as possible and after two years were able to make a down payment on an apartment.

After building up their savings, they decided to have a baby. Jenny quit her job to become a full-time mother. When their son starts nursery school, Jenny plans to go back to work. The auto repair shops are looking for qualified women to hire so Jenny is not worried about finding a job.

Questions:

Would you have thought Jenny was crazy for taking auto mechanics?

Do you think guys would date a girl taking auto mechanics?

Can Jenny be a good mother and work too?

Would it be "OK" for Gary to stay home with the children while Jenny worked?

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STUDENT'S EMPLOYMENT PLANS - SELF-INVENTORY

Directions: Circle the appropriate answer(s)

1. Are you enrolled (or planning to enroll) in a sex-typed* vocational course?

   A. Yes

   B. No

2. If yes, in what field? ______________________________

3. Do you have plans for education beyond high school?

   A. community college

   B. university

   C. business or technical school

   D. on-the-job training

   E. none

5. What are your plans for working after high school?

   A. begin work immediately

   B. begin work after further education or training

   C. do not plan to work

   D. undecided, but I have thought about it

   E. undecided, I have not thought about it

6. After leaving high school, do you plan to continue living with your parents?

   A. No

   B. Yes, until I complete my education

   C. Yes, until I get married

   D. Yes, until I get a full-time job

7. After leaving high school, do you expect to receive financial support from your family?

   A. No, I will support myself

   B. Yes, but only in case of an emergency

   C. Yes, until I complete my education

   D. Yes, until I can support myself

   E. Yes, until I get married

8. Do you think you will get married?

   A. Yes

   B. No (go to question 12)

* Sex-typed course is one having 80% or more of one sex.

9. If you do plan to get married, when do you plan to get married?

   A. during high school
   B. following high school graduation
   C. following further education
   D. after working at least two years
   E. undecided

10. If you plan to marry, do you plan to have children?

   A. Yes
   B. No (go to question 12)

11. If you do plan to have children, what are your future working plans?

   A. do not ever plan to work
   B. quit work when I marry
   C. work until we have children and quit permanently
   D. quit work when we have children and resume work after they are old enough

12. If you do not plan to have children or do not plan to marry, what are your future working plans?

   A. do not ever plan to work
   B. work for a few years
   C. work continuously

13. When you start work, what job would you like to have?

   ____

14. How much do you think you will be able to earn at that job?

   A. $5,000 or less per year
   B. $10,000 or less per year
   C. $15,000 or less per year
   D. $20,000 or less per year
   E. $20,000 or more per year

15. How much education will you need to get the job you desire?

   A. less than high school
   B. high school
   C. high school plus some further education
   D. college (4 years or more)
   E. don't know

16. Can you start training for the job you want in high school?

   A. Yes
   B. No

Societal Influences on Career Decisions

WHAT HAPPENS TO BENNY & BENITA

Objective:	To explore and clarify societal perceptions and feelings and the degree of influence these attitudes play in the educational and vocational choices of female and male students.
Materials:	Case studies--"What Happens to Benny?" "What Happens to Benita?"
Target Group:	Administrators Teachers Counselors Vocational Support Staff Parents Students

INFLUENCES ON THE EDUCATIONAL AND VOCATIONAL CHOICES OF FEMALES AND MALES: WHAT HAPPENS TO BENNY?

Worksheet

TODAY

Benny Churzio, a sophomore at Central High School, wants to enroll next fall in the two-year auto mechanics program. His only industrial preparation is a junior high practical arts course consisting of nine weeks of art, home economics, and industrial arts in which he did very well. His scores on the GATB are well within acceptable ranges, and the results of an interest survey show that he has a high interest in mechanical work.

Other known information about Benny includes the following:

- His high school grades are erratic
- On occasion he has been in violation of school rules for wearing tank tops and smoking inside the building
- His attendance is irregular
- He's the oldest of five children in a single parent family

THE FUTURE

Do you think that Benny will complete the auto mechanic's program?

What influences will encourage him to complete the program?

What influences will discourage him from completing the program?

Do you think that Benny will be successfully employed as an auto mechanic?

What influences make it likely that he will be successfully employed?

What influences make it unlikely that he will be successfully employed?

WHAT HAPPENS TO BENNY & BENITA

Objective:	To explore and clarify societal perceptions and feelings and the degree of influence these attitudes play in the educational and vocational choices of female and male students.
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Target Group:	Administrators Teachers Counselors Vocational Support Staff Parents Students

INFLUENCES ON THE EDUCATIONAL AND VOCATIONAL CHOICES OF FEMALES AND MALES: WHAT HAPPENS TO BENITA?

Worksheet

TODAY

Benita Churzio, a sophomore at Central High School, wants to enroll next fall in the two-year auto mechanics program. Her only industrial preparation is a junior high practical arts course consisting of nine weeks of art, home economics, and industrial arts, in which she did very well. Her scores on the GATB are well within acceptable ranges, and the results of an interest survey show that she has a high interest in mechanical work.

Other known information about Benita includes the following:

- Her high school grades are erratic
- On occasion she has been in violation of school rules for wearing tank tops and smoking inside the building
- Her attendance is irregular
- She's the oldest of five children in a single parent family

FUTURE

Do you think that Benita will complete the auto mechanic's program?

What influences will encourage her to complete the program?

What influences will discourage her from completing the program?

Do you think that Benita will be successfully employed as an auto mechanic?

What influences make it likely that she will be successfully employed?

What influences make it unlikely that she will be successfully employed?
SBPG 14 pm

SEX ROLES AND CAREERS

COPING WITH THE FICKLE FINGER OF FATE

Objective:	To explore and clarify the influence of sex roles as they affect career decisions.
Materials:	Case Studies adapted from "Coping with the Fickle Finger of Fate"

INTRODUCTION

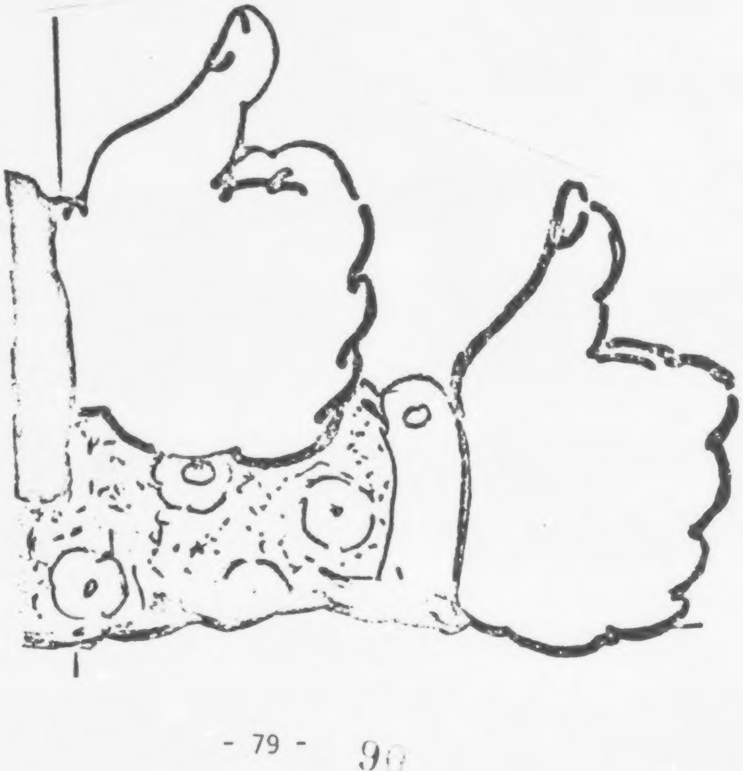
Circumstances can open up exciting new opportunities or they can devastate a life, depending on how they are approached.

Here are profiles of some real-life men and women which outline their "game plans." What actually happened--the chance factors--are also given.

INSTRUCTION

Pretend your're the person in each profile. How would you creatively cope when the fickle finger of fate strikes? What decisions would you make? Move from chance factors to survival scenario and briefly outline coping strategies you would use to make the fickle finger of fate a thumbs-up design for living.

These profiles are adapted from excerpts of Darryl Laramore's acclaimed new book, "Careers, A guide for Parents and Counselors," published in Career World December 2, 1978.



COPING WITH THE
FICKLE FINGER
OF FATE

INTRODUCTION

Circumstances can open up exciting new opportunities or they can devastate a life, depending on how they are approached.

Here are profiles of some real-life men and women which outline their "game plans." What actually happened--the chance factors--are also given.

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PROFILE NO. 1

GAME PLAN: You will marry and have children. You will go to college before your marriage. You will work most of your life.

REALITY: You get married during college. You have three children and live a comfortable life, attending night school, and eventually finding work as an accountant for a jewelry firm. An exciting job is offered--accountant of a travel firm. Your spouse is a full time parent and homemaker. You accept it because of the free travel benefits.

NOW two of your children are in college and the youngest will start next year. Economic conditions change: people are not traveling anymore. Your employer, who caters to low-cost travel, has to lay you off. You are left with mortgage payments, your children's education, and a damaged self-concept. What do you do?

SURVIVAL SCENARIO:

YOU:

YOUR SPOUSE:

OLDEST CHILD:

MIDDLE CHILD:

YOUNGEST CHILD:

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PROFILE NO. 2

GAME PLAN: You will marry and have children. You will start working and drop out of high school. You will not complete high school before your marriage.

REALITY: You get a job immediately. You marry and have two children. You lose two jobs due to lack of skills and job phase-out. Your spouse secures part-time office work to relieve the financial strain. You go to a night technical school but due to the employment situation cannot find a job in your new field. What do you do?

SURVIVAL SCENARIO:

YOU:

YOUR SPOUSE:

1 ELEM. SCHOOL CHILD:

1 Sr. HI SCHOOL CHILD:

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PROFILE NO. 3

GAME PLAN: You will marry and have children. You will go directly to college after high school.

REALITY: You go to college and then to graduate school. While in graduate school you marry. Both you and your spouse are graduate students and you support yourself with part-time jobs and fellowships. After you receive your graduate degrees you both find a job in your respective fields.

You have two children. Your spouse continues working and becomes an increasingly effective member of a research team with growing responsibilities and satisfaction. You live in a lovely house overlooking the ocean and your children are thriving in their school.

THEN your firm offers you a challenging and exciting job heading a new project at the opposite side of the country. You would love the chance to supervise the development of a new idea. How do you handle this?

SURVIVAL SCENARIO:

YOU:

YOUR SPOUSE:

2 ELEM. SCHOOL CHILDREN:

SBPG 14 pm

COPING WITH THE FICKLE FINGER OF FATE

PROFILE NO. 4

GAME PLAN: You will marry and have children. You will go directly to college after high school.

REALITY: You go to college and then to graduate school. While in graduate school you marry your spouse, also a graduate student. After you receive your graduate degrees you both find a job in your respective fields. You have two children and live in a lovely mountain chalet overlooking the city.

Your spouse continues working, and becomes an increasingly effective member of a research team with growing responsibilities and satisfaction. Your spouse's firm offers a challenging and exciting opportunity to participate in a special research study with her team in New York 2 years. How do you handle this?

- -

SURVIVAL SCENARIO:

YOU:

YOUR SPOUSE:

10 YEAR OLD CHILD:

14 YEAR OLD CHILD:

SBPG 13 pm

COPING WITH THE FICKLE FINGER OF FATE

PROFILE NO. 5

GAME PLAN: You will marry and have children. You will work outside the home for some period of time during your life. You do not complete high school before your marriage.

REALITY: You work as a secretary for two years before your marriage. You have two children. Your spouse's job seems promising, but your spouse does not advance as quickly as he/she hoped.

WHEN the children are seven and nine you and your spouse realize that, with the high cost of medical and dental care, taxes, college funds, and a new home, one salary just will not do it. What do you do?

SURVIVAL SCENARIO:

YOU:

YOUR SPOUSE:

7 YEAR OLD CHILD:

9 YEAR OLD CHILD:

SBPG 14 pm

COPING WITH THE FICKLE FINGER OF FATE

PROFILE NO. 6

GAME PLAN: You will marry and have children. You will work outside the home for some period during your life. You will complete your college education before marriage.

REALITY: You "fall into" the perfect job soon after graduation from college, and two years later meet and marry a person with a promising future in a field other than yours. You keep on working after your two children are born because you love your work and are rising fast in your company.

TEN YEARS LATER, when you are near the top, your company is bought outright by a large conglomerate that plans to move the whole firm to new York City. You are offered the directorship. There are no opportunities for you at your level if you switch to another company in your field in the town where you live. Opportunities for your spouse in New York are unknown. What do you do?

SURVIVAL SCENARIO:

YOU:

YOUR SPOUSE:

12 YEAR OLD CHILD:

10 YEAR OLD CHILD:

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PROFILE NO. 7

GAME PLAN: You will marry and have children. You will work outside the home for some period in your life. You will complete two years of college before you marry.

REALITY: You marry immediately after high school. Four years later your spouse is identified by his/her engineering firm as a hi potential employee headed for top management. You decide to postpone work until your three children finish high school. Things are going well until you are 34, when your spouse is tragically killed in an accident. The children are then four, eight, and ten. There is some life insurance, but not enough to last very long. How will you cope?

- -

SURVIVAL SCENARIO:

YOU:

4 YEAR OLD CHILD:

8 YEAR OLD CHILD:

10 YEAR OLD CHILD:

SBDL 73 cw

ALL ABOUT EVE

PURPOSE: To give the female student an opportunity to view a history of women in the work force and to view women who are actually employed in traditionally male jobs.

GROUP SIZE: Unlimited

TIME: 15 minutes

SPECIAL MATERIAL: All About Eve, a 16mm film.* In Texas, a copy of this film is available for loan at each Regional Education Service Center. The film may also be purchased for $60 from the Center for Human Resources, University of Houston.

SPECIAL EQUIPMENT: 16 mm film projector; projection screen or white wall.

DISCUSSION QUESTIONS:

1. How many of you have seen women working in one of these types of jobs? Name the jobs.
2. Do you know any women employed in one of these types of jobs? If so, tell what you know about it.
3. What type of training did these women need for their particular jobs? If students do not know, have them research the topic in the school library or by calling on a local employer hiring people who do these kinds of jobs and asking the employer what kind of training is necessary.
4. Is this kind of training available to high school students? Where? Is it open to girls?

   Yes, these courses are offered through vocational education programs in high school and are open to girls as well as boys. (It is very helpful if the vocational counselor or a counselor is available to answer students' questions concerning vocational education programs.)

A discussion of the Title IX law and EEO are often very appropriate at this point. Summaries of these two laws are included in the General Reference manual.

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*This film need not be supplemented by other activities. It is a self-contained exercise that will open up many avenues of discussion.

ALL ABOUT EVE - EQUAL VOCATIONAL EDUCATION

ALL ABOUT EVE - Equal Vocational Education gives the female high school student an opportunity to view a capsulized historical investigation of women in the work force. Using art work, historical pictures and on-the-job photographs of women in many non-traditional jobs, the female student is introduced to career choices other than those strictly indoor, female-type jobs.

The ten-minute presentation first shows why historically woman's place was in the home. The presentation shows how men and women moved from the farm to the city, and how women then began to work outside of the home. With the entry of vast numbers of women into the work force during World War II, women performed the jobs vacated by the men. With the end of the war, the men returned to the factories and most women returned to the home. The second half of this presentation shows many women who today are again working at jobs once off-limits to females. These women are enjoying their careers in non-traditional areas and are especially excited about the money they are earning...money that will enable their families to enjoy a more luxurious life.

Finally, the presentation explains job training that is available free to all high school girls. Most of the vocational programs depicted have previously not been open to girls in most high schools. Different high school vocational programs are investigated. These include auto mechanics, machine shop, welding, radio and television repair and air conditioning and refrigeration.

After viewing the film presentation, the female students will realize that they have many viable career opportunities with training for these careers available to them at their high school.

CASE STUDIES

The three case studies included in the student material are excellent for involving students in serious discussions concerning the need for job skills and for thinking ahead in planning their work life. The case studies will encourage the students to come to grips with a more realistic perspective of their futures in the work force.

The first two cases deal with young men and women who did not go to college. They compare the life of a vocational student to that of the young women who did not obtain any training while in high school. The studies also point out the role of the husbands in the women's life and the impact their values had on their wives.

The third case study is of two young women who did go to college. This last study is particularly effective for the student planning on going to college. It illustrates the need for all students to plan for their future and to obtain marketable skills while in high school and/or college.

Below are listed possible discussion questions to be used with the case studies.

All Cases

At what point in life did each girl make her future plans?
When should these plans be made?
Which girl most reminds you of yourself?

#1 ANNE

What should Anne do now?
What could Anne have done to prevent her current problem?
What problems do Jack and Anne have?
    money   personal   family
Would you have married Jack knowing his feelings about your working?

SBDL 66 dh

CAREER FAIR

PURPOSE: To introduce all students and faculty to job training opportunities available to all high school students.

SPONSOR: Vocational Education Department

TIME: One entire day

PLACE: Main Cafeteria

METHODOLOGY:

1. The fair sponsor (probably the Chairperson of the Vocational Department) should call a meeting of all vocational teachers. This organizational meeting will be the only large meeting necessary for the coordination of the Career Fair.

2. Each of the following tasks should be assigned to one person or committee who will be responsible for its successful completion.

   Booth Layout - The person assigned to this task will need to draw a diagram of the area in which the Career Fair is to take place. If the Fair is to take place in the cafeteria, it is easy to arrange necessary booths around the perimeter of the room. If additional space is needed, booths can be set up in the rear or wherever there is room. A booth need consist of nothing more than one table per vocational course. When space allows, more tables can be utilized by the different programs. It is the responsibility of the "Booth Person" to assure equitable use of the available space by all participating programs. The layout of the booths should be accomplished well in advance of the day of the Fair and should be distributed to all teachers. The booth layout should include the labeling of each booth on the map so that teachers will know where their booth is located. The dimensions of the booths should also be printed on the diagram as well as the location of electrical outlets. Electrical outlets will be useful to those teachers who opt to have a student demonstration at their booth.

   Banners - The person responsible for the banners will need to secure tempra paint, several paint brushes, and paper to paint large signs for the identification of each program. However the person chooses to get the painting accomplished, the results are much better if all banners are uniform in size and message. Teachers of the various vocational programs should be asked at least three weeks in advance for the accurate name of their booth and for a miniature from which a large sign might be made. It may be that each class is responsible for their own banner in which case all the "Banner Person" need do is distribute the form each banner is to follow and distribute the material to be used in making the banners.

Door Prizes - The person responsible for door prizes will need to work closely with each vocational teacher who in turn should be working very closely with his/her class to determine a door prize that is appropriate for their particular course. The door prize should be a service or a product that is being learned or produced by the vocational class itself. For example, an auto mechanics program could offer a free lubrication; a metals class could make a barbecue pit; a cosmetology class could give away a manicure and/or haircut; a vocational office program could raffle off the typing of a term paper or report of some sort. The items are limitless, and tend to make the Fair more exciting. The "Door Prize Person" will also be responsible for developing and distributing a registration form to be filled in by students and teachers attending the Career Fair. The form should include: name, grade, and homeroom teacher. By filling in registration forms at each booth, everyone has numerous chances to win a door prize. This person will also need to make sure that each booth is equipped with a container for the completed registration form. At the end of the day and the conclusion of the Career Fair, each course teacher will inform the "Door Prize Person" of the winner of their particular prize. This person will then record the information over the school public address system. Arrangements for securing the prizes should also be announced. The simplest way of disbursing the door prizes is to have the winners collect their prizes from the appropriate vocational teacher.

Scheduling - This Fair should be held annually for all students one year prior to the time they are eligible for enrollment in vocational courses. For example, if vocational courses are open to students in the 11th and 12th grades, the 10th grade students are the ones who should attend the Fair. If students are allowed to take a vocational course during the 10th grade, then arrangements should be made with feeder junior high schools so that the 9th grade students attend the Fair.

In order to assure that all students in the appropriate grade level attend the Career Fair, the person responsible for scheduling should select one course that is mandatory for all students at that particular grade level, e.g., sophomore English, and work with these teachers to arrange a schedule so that all students are taken to the Career Fair. This schedule should be worked out well in advance of the actual tour in order to avoid scheduling problems. The schedule should be coordinated with the vocational teachers and academic teachers who will be giving up classroom time so that the students may attend the Fair.

Sample Schedule

CAREER FAIR
November 1, 1977

Teacher	1st Period 8:10-9:30	2nd Period 9:35-11:00	3rd Period 11:00-1:00	4th Period 1:00-2:20
Adams	8:15-8:35	9:40-10:10	L	1:05-1:35
Jones	8:15-8:35	9:40-10:10	U	1:05-1:35
Leak	8:35-9:00	10:00-10:30	N	1:30-2:00
Miller	8:35-9:00	10:00-10:30	C	1:30-2:15
Murphy	9:00-9:30	10:25-10:55	H	1:55-2:15
Smith	9:00-9:30	10:25-10:55		1:55-2:15

Publicity

If your school does not already have a relatively recent, accurate, and attractive brochure that describes all of the vocational programs offered to your students, now is the time to produce one and pass it out to all students and teachers attending the Career Fair. Attach an invitation to the Career Fair to the brochures being distributed to participating teachers.

A huge graphic bulletin board can also serve as an invitation to the entire school. The bulletin board(s) can announce the upcoming event in such an inviting manner that people are actually anxious to attend the Fair. Scaled drawings of two bulletin boards are also included in this section. Bulletin boards are most effective if they are put up approximately two weeks before the Fair is to take place.

TIME SCHEDULE:

4 weeks before

Secure administrative approval
Hold organizational meeting of vocational teachers
Write and print a brochure explaining vocational education courses

3 weeks before

Develop schedule for student participation in Career Fair
Secure materials for making banners
Begin making classroom door prizes
Begin making banners for booths
Diagram layout and assign space for booths in the Fair

2 weeks before

Put up large bulletin boards announcing the Career Fair
Continue making banners
Continue making door prizes
Print up registration forms (at least one person per booth for each person expected to attend the Career Fair)

1 week before

Distribute schedule to appropriate teachers
Complete the banners
Complete the door prizes
Distribute booth diagram with assigned booths marked
Print invitations to be distributed with a brochure to each teacher

1 day before

Place invitations in teachers' mailboxes
After school, set up area where Fair is to take place: bring in needed demonstration equipment, tools, displays, hang banners, exhibit door prizes, etc.

Day of Career Fair

Announce the Fair during the morning announcements and invite everyone to attend during their lunch period

Remind participating teachers that the schedule is to be followed as closely as possible to insure as many students attend the Fair as is possible

Day after the Fair

Announce winners of the door prizes

SBDL 65

REALISTIC COUNSELING FOR HIGH SCHOOL GIRLS

Data distributed by the U.S. Department of Labor indicate that over half of today's high school girls will work full time for up to 30 years and 90 percent of these girls will be employed for other significant periods of time. At present, women compose 40 percent of the work force in this country; 10 percent of the families in the United States are headed by women.

Women are, however, concentrated in jobs that pay poorly. According to census statistics in 1969, the median salary for women was $4,977 compared to $8,277 for men. Further, the unemployment rate for women is much higher than that for men. Forty percent of 1.8 million of the families with incomes below the poverty level were headed by women in 1970 (U.S. Department of Labor, 1970).

Few high school girls seem to be aware of these facts. They are not, therefore, preparing seriously for positions that will enable them to earn a living and, in many cases, to support a family. Here is a problem with which the counselor and teacher need to be concerned as they work with high school girls during the years when important decisions are being made.

ORIGINS OF THE PROBLEM

Studies find that high school girls consistently have low aspiration levels compared to boys at this level. They are not motivated to achieve largely because of their poor self-concepts. A statewide survey of California teenagers in 1968 found that in general girls had a negative self-image. Forty-two percent of the girls doubted that they could be successful. They saw marriage as having priority over a career and usually did not consider the possibility of both marriage and a career. Only one-third planned to continue any kind of college course work. The researchers concluded:

> The teenager survey revealed that today's girls are unaware that, married or not, most of them will be employed for many years, that many will never marry, that many will be widowed for many years, that probably three in ten will be divorced, that more than one in ten will be heads of families, that adequate and reliable child care at modest cost is in very short supply, and that if current childbearing trends continue, 40 potentially productive years of life will lie ahead after their youngest child is in school.

Girls from low socioeconomic backgrounds, furthermore, were even less certain about their potentials. Forty percent of the sample were unsure that they would complete high school. All of them planned, however, "to get married" after graduation, and none of them planned to continue their education after high school. Even more pessimistic is their expectation that they would be on welfare if something happened to their husbands.

Through the socialization process the child learns from birth to differentiate behaviors appropriate to the sex roles. From early childhood little Jimmy knows that he will be an active member of the labor force of our country. When asked what he will be, he answers, "a pilot, a policeman, a farmer..." He does not answer, "a daddy." By contrast, a small girl, playing with her dolls, almost surely will reply, "a mommy."

Ginsberg and others substantiate this attitude toward a career in their study of mature educated women:

> One of the striking differences that we found between our parallel investigations of the career development of men and women was that men followed a relatively simple and straight-forward pattern compared with the much more complex career and life patterns characteristic of the majority of our women.

Cultural expectations tell a girl in many ways that she should marry and have a family. She is taught to be feminine-which is usually interpreted to mean passive, submissive, dependent, docile and narcissistic. She is conditioned not to be assertive and competitive and to consider herself intellectually inferior to men. To defy these expectations obviously requires an especially strong personality.

Few girls, furthermore, see models of women who are intelligent, attractive, and respected in their careers. Instead they observe well-dressed men in positions of responsibility as they make decisions and assume leadership roles. They see women more typically as housewives dependent on a husband's money and position. They come in contact with women teachers and librarians who have been frequently caricatured. They know secretaries, beauticians, clerks, waitresses, and household workers who hold the lower paid jobs in society that require minimal training.

HOW CAN THE COUNSELOR HELP

Our aim must be to improve the self-concept of girls as early as possible. In order to be effective, the counselor's efforts should not be passive, but active; in other words, *the counselor should not wait for girls to ask for help. They do not know that they need it.* As we have pointed out, they are largely unaware of the problems that are involved.

The counselor needs first of all to be informed about the problems of young women, as well as about the problems of the mature woman that the girl will become. To operate best, furthermore, he must be she, for studies show that male counselors tend to provide male-oriented counseling that is not in the best interests of women.

Counseling in this case will involve much more than the one-to-one consultation. The counselor should experiment with varied approaches such as:

1. Developing a file of inexpensive materials for the counseling center or the school library, including items such as (a) *Madamoiselle's* college and career articles, (b) information about the National Organization for Women (NOW), and (c) careers in the Armed Services.

2. Helping girls form discussion groups about mutual problems, alternative futures, etc.

3. Speaking to classes of mixed sexes about the problems of women in our society, encouraging questions and discussion.

4. Inviting speakers to come to school to address large or small groups; for instance, a woman lawyer to provide a career model for girls, a member of NOW to discuss the work of its organization, a panel of women to discuss today's woman.

5. Brainstorming with teachers to discover ways of helping girls through daily contacts, books studied in the curriculum classes offered, and so on, including the selection of texts that present real women, not stereotypes.

6. Publicizing opportunities available to girls-materials in the library, interesting kinds of jobs, group meetings, speakers.

7. Recommending books for purchase by the library, including books about the feminist movement and equality for women such as *Born Female* by Caroline Bird (McKay), and good biographies such as *Eleanor and Franklin* by Joseph Lash (Norton).

8. Instigating curricular changes that permit girls to enroll in any vocational courses available in school; avoiding segregation by sexes as much as possible, considering, for example, how many courses in physical education can be coeducational.

9. Designing courses specifically to aid girls, particularly those in lower socioeconomic families; designing instruction to provide information that will help girls plan for a career, that will help motivate them to achieve and to consider themselves as individuals of considerable worth.

10. Subscribing to some of the newer publications for women, for example, *The Spokeswoman*, an independent monthly newsletter of women's news ($7 for individuals) and *NOW Acts*, a monthly publication that covers issues and actions related to the equality movement ($5).

Counselors should also encourage girls themselves to work with any of the activities described. They will learn much and gain confidence as they develop a bibliography of books about women or make contacts by phone or letter to invite a speaker to come to the school. They will also have ideas about how the counselor can best help high school girls.

This article was reproduced from *Sexism and Youth*, Diane Gersoni-Stavn, 1974, R. R. Bowker Company, 1180 Avenue of the Americas, New York, NY 10036.

RECRUITING STUDENTS INTO NONTRADITIONAL OCCUPATIONS

VI

HOW DO WE RECRUIT STUDENTS FOR NONTRADITIONAL CLASSES?

A. Introductory Questions

1. Why is it important to assess recruitment needs?
2. How can counselors help?
3. What can teachers do to help?
4. When can peer counseling be useful?
5. How can parents become involved?

B. Narrative

Even though federal legislation has removed admission barriers to the enrollment of nontraditional students in vocational education, enrollment figures indicate the need to recruit students (especially women) into nontraditional vocational education areas. Recent projects have been conducted which focus on this kind of recruitment at both the secondary and postsecondary levels. Consequently, a variety of recruitment strategies now exists to use in countering some of the socialization patterns which prevent men and women from acquiring the job training that would do them the most good.

To some extent, the variety stems from different needs posed by different target audiences. For example, the vantage point of high school students is different from that of a working adult facing a career change. It is also different from the perspective of a mature woman with children to support who is considering job entry or re-entry after years of conditioning in a dependent role. Regardless of the age level, however, implementing a variety of recruitment strategies has proven advisable. The pressure to conform from socialization is apparently so great that a combination of strategies applied and adapted over time is necessary to effect any appreciable change in enrollment.

Other lessons have been learned about recruiting students into nontraditional courses of study. Where high school women are concerned, the staff of the Career Exploration Project for High School Senior Women (directed by Walter S. Smith of the Emily Taylor Resource and Career Center for Women, University of Kansas) discovered that stressing barriers to nontraditional careers and ways to overcome them was counterproductive. Based on this discovery, project staff revised materials and activities to pay more attention to self-awareness in the young women and the presentation of positive role models. They also utilized a workshop and succeeding activities for women who were planning to pursue traditionally male science careers, thereby reinforcing nontraditional career choice and providing role models. See the project's Final Report for more details.

Project EVE, conducted by the Center for Human Resources at the University of Houston, focused on recruiting high school women into nontraditional vocational education courses. Their Final Report by Jane Lerner et al., describes several recruitment principles based on research and project experience. First of all, it is important to precede a recruitment effort with an evaluation of current programs to see if women's needs are being met. There is also a need to determine through a study whether nontraditional job opportunities are available. Thus, unbiased portrayal of both sexes in recruitment materials and a community-wide publicity campaign, and enlistment of support from school personnel, parents, and industry become crucial.

Regarding the recruitment of mature women into nontraditional programs, Florence S. Mintz discovered in her project (as reported in Development of a Model for the Recruitment of Mature Women in Traditionally Male-Oriented Occupational Education Programs, a Rutgers University doctoral dissertation) that the power of the press and the written word in the diffusion of an idea is overwhelming. Furthermore, reaction to media exposures makes the telephone indispensable to this method of recruitment. Mintz selected a multimedia approach because of research suggesting that different communication channels play different roles at various stages in the diffusion and acceptance of ideas. In addition to using a multimedia recruitment design, this project recognized the need to treat recruitment as a process requiring a sequential use of strategies. Two phases were involved in Mintz's sequential design--(1) awareness and (2) implementation. The following is a brief description of the sequence:

> During both phases, mass media and interpersonal communication channels were employed to maximize the potential they offered in combination . . . the mass media were primarily used to disseminate the message to a large audience rapidly, and the interpersonal channels were used in the persuasion function to provide feedback and reinforcement . . . While efforts in the implementation phase were still leveled at the knowledge function, they were, however, increasingly devoted to the persuasion function in order to facilitate individual decisions to enroll in the program. (p. 66)

Several advantages to this sequence were realized. Impersonal mass media reached a large audience rapidly, spread information over a wide base, and led to change in some attitudes. The interpersonal channels were effective in challenging and changing strongly held attitudes because of the opportunity to (1) provide instant feedback and (2) address a human tendency to accept only those messages which are consistent with one's existing attitudes and beliefs.

The information base provided by these projects should help you in considering the variety of strategies that follow. At all times keep your target audience in mind as well as your local situation. With the exception of the first strategy, no particular sequence is intended by the order shown. Why not? Because the most effective sequence for you will be designed with the particular needs of your local situation in mind. Also, the most effective sequence is likely to change from year to year as you make inroads on the recruitment problem.

Assess Recruitment Needs

Before implementing a sequence of recruitment strategies, you will find it essential to assess recruitment needs. This activity is not as complicated as you may anticipate because much of the data you need is likely to be found in your educational agency's Title IX self-evaluation. This document, in accordance with the legislation, evaluates "current policies and practices and the effects thereof concerning admission of students, treatment of students, and employment of both academic and nonacademic personnel working in connection with the recipient's education program or activity." (Rules and Regulations 86.3, c, i) The self-evaluation document, along with a description of modifications of policies and practices and remedial steps to eliminate effects of discrimination, should be on file and available for your use. To give you an idea of the information contained in this self-evaluation, a sample outline was developed by Martha Matthews and Shirley McCune (from Complying with Title IX: Implementing Institutional Self-Evaluation).

As valuable as the Title IX self-evaluation is, remember that Title IX was directed as eliminating sex discrimination, whereas the Education Amendments of 1976 address present effects of past discrimination and sex stereotyping as well. Therefore, it is possible to comply with Title IX without taking the steps necessary to overcome sex stereotyping and sex bias.

After collecting data on the worksheets, you can form a committee of respondents to plan a sequential recruitment program. The worksheets can be used to determine what kind and how many recruitment strategies are needed to overcome the impact of sex stereotyping and sex bias on students' access to vocational education courses in your school. And lest your committee becomes defensive about the assumption that your school has a sex equity problem, it may be helpful to note this remark in Toward Equality, a collection of equity strategies compiled by the Dallas Independent School District:

> Failure to acknowledge the fact that schools do not treat all students alike is both self-deceptive and non-productive. Inequalities exist in all schools. An honest look at color and gender limitations in our schools can sensitize us to the inequalities which exist and can enable us to take action toward improving education for all students. (p. 9)

For help in conducting recruitment planning, it is suggested that you brainstorm data and develop a specific plan with the help of a form and a plan.

The following strategies suggest ways to draw upon the various change agents who are an essential resource for your recruitment effort.

Encourage Counselors to Publicize Career Options

In Vocational Education and Women, Pamela Ann Roby (1975) discusses the important influence which counselors can have on students by (1) reinforcing their thinking about curricular and career decisions, (2) encouraging them to think more narrowly or more broadly about their decisions, (3) serving as role models, or (4) relating attitudes and information which affect students' self-esteem, (5) administering tests and career interest inventories, (6) distributing literature, or (7) showing films. Roby believes that while "guidance literature and films are important, counselors and other advisors convey information and attitudes to students primarily by word of mouth."

Showing concern about the evidence suggesting that sex stereotyping can and does creep into the counseling process at any stage. Roby discusses several strategies for dispelling sexism in vocational education counseling. While she focuses on benefiting women students, many of her recommendations can be transposed into ways of providing non-sexist recruitment for male students too. Roby's recommendations are:

- Encourage/require counselors to attend summer institutes or inservice training programs on equal employment laws and strategies for advancing equal educational/employment opportunities.

- Conduct experimental demonstration research projects to learn the best vocational counseling and recruitment strategies for increasing career options.

- Include guest lectures in vocational education career counseling by individuals who represent a range of situations (underemployed/unemployed, single/married, childless/parent, traditional/nontraditional occupations) to help students understand a range of work aspects.

- Organize guided consciousness-raising groups to help students gain self-knowledge, set career/life goals, and overcome occupational sex-role stereotypes by recognizing that ensuing problems are universal rather than individual.

- Expand educational programs and services to increase awareness of broader career options.

- Provide tours of a variety of vocational classrooms and industries to convey the advantages and disadvantages of various occupations.

- Communicate information about job trends five, ten, and twenty years from now.

- Conduct research to determine the relative weights of various stereotypes and to show strategies which will combat them (e.g., test the impact of a series of work posters and slogans on students of various ages).

- Provide "big sisters" and "big brothers" to new students in nontraditional vocational education programs (plan for individual and group support).

- Develop simulated job experience programs similar to the Krumboltz career kits (marketed by Science Research Associates as "Job Experience Kits") in job areas in which expansion is projected and students seldom have firsthand experience.

- Educate parents and community members about the need to remove barriers to nontraditional occupations via open houses, parent meetings, addresses to community groups, mass media exposure, audio-visual presentations, and informational brochures.

There are a number of approaches available to counselors to publicize nontraditional career options to students of both sexes. The EVE Manual, available through the Center for Human Resources at the University of Houston, contains directives and models in the User's Guide for the following strategies:

1. Designing a Vocational Education Brochure
2. Arranging a Tour of Vocational Facilities
3. Conducting a Career Fair
4. Utilizing Bulletin Boards
5. Utilizing Auditorium Program

In addition, the Manual contains student material which counselors and/or teachers can administer to women students entitled "What's in Your Future? Will You Plan It or Just Let It Happen?" Designed for one class period, the mini-course contains four basic activities. First, students play a game, Does the Glass Slipper Fit, in which they tabulate whether they're better prepared to live in a castle in Never Never Land than in today's world. Then, they view an 8-minute film All About Eve (can be purchased from the Center for Human Resources) which provides an opportunity to view a history of women in the work force and to view women who are actually employed in traditionally male jobs. This activity is followed by the use of three case studies which involve students in serious discussions concerning the need for job skills and for thinking ahead in planning their work life. The last activity is called "What Is My Future 'Work-Life Expectancy'?" and consists of a summary sheet of data compiled by the Department of Labor. In thought-provoking fashion, this page informs women students of the basic work-life expectancy for American women today, regardless of their marital status.

On the subject of audio-visuals, a number of effective films are available to counselors for use in recruitment efforts. While most of these films deal with recruitment of women students, Schloat Productions has a series of four filmstrips that discuss masculinity in an enlightening way. Never Underestimate the Power of a Woman is an effective film to use in recruiting mature women to prepare for nontraditional occupations.

The recent innovation of career resource centers may be useful to counselors in publicizing career options. Similar to a library, these centers contain a range of self-instructional counseling resources such as filmstrips, interest inventories, vertical files, reference materials and games. These resources shall all be screened for sex-bias and displayed so as to encourage students to explore nontraditional career options. Career resource centers also provide a convenient meeting place for guest speakers and rap sessions.

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Another strategy which counselors can use to publicize career options is to design an awareness-raising workshop for students. The Career Exploration Project for High School Senior Women provides a unique model for this approach by involving students and parents in life-planning workshop activities and including follow-up in the form of a home study course which students can take for credit and a supportive career seminar for those who enroll. (The leader's manual and student materials are included in the project's final report.) The flexible workshop design can accommodate anywhere from 9 to 30 participants. It is based on small discussion groups without leaders in which participants share their responses to exercises.

The follow-up strategy for workshop participants focuses upon information-seeking. Students are asked to make a file of cards and articles about both outstanding women in the news and nontraditional career opportunities for women via newspapers, news magazines, TV, radio, other media, or friends. Other assignments involve reading inspirational biographies about outstanding women, conducting research on a career of interest, and interviewing a woman in a nontraditional career.

Supply Teachers With Materials and Strategies

In addition to counselors, vocational teachers have a vital role in recruiting nontraditional students to vocational education classes. The ideal situation probably finds teachers, guidance counselors, and administrators involved in a collaborative recruitment effort. While teachers may tend to believe that career counseling is the proper domain of guidance counselors, nontraditional enrollment in vocational education isn't likely to get off the ground unless teachers assume at least part of this function. No matter how much support counselors give students, they won't enroll without the assurance that teachers believe in vocational sex equity.

Deborah D. Patterson, a teaching assistant in industrial arts education, expresses the view in her article "A Facelift for Industrial Arts" that counselors may fail to see the important learning experiences that can take place in the industrial arts lab because they may not fully understand the subject matter. Thus recruitment of both sexes is better left to the industrial arts teacher. She has developed a slide show script for industrial arts teachers to adapt with slides showing local role models for use in recruitment. Patterson feels this is one of the most effective methods for attracting attention and educating a school population that industrial arts is appropriate for both sexes.

Another effective recruitment strategy for teacher use is suggested by research done recently in New Jersey. Margaret Snell reported on the study in the May, 1977, issue of American Vocational Journal, pages 59-60. The study assigned 80 girls to traditional male shop classes and asked them to record their thoughts and experiences. The girls were assimilated slowly into the shop activites, but after a short orientation period were expected to perform various activities themselves. From testing and the daily logs, the study concludes that:

> The reluctance many high school girls have about joining traditional male shops seems to stem more from the fear of resentment and ill feeling from the boys than from any fear of failing to master the skills involved. That some of the girls anticipated feeling uncomfortable in a shop setting and others were taken back by the physical strain of some of the work suggests a lack of familiarity with the specific skills and responsibilities involved. (p. 60)

Results of this study indicate that recruitment efforts are improved by providing nontraditional students the opportunity to try out the course to dispel their fears of rejections by students of the opposite sex and to gain familiarity with the course setting and content. Keeping a daily log of this experience helps the nontraditional student and teacher analyze the experience. Schools that participated in the study "indicate that stereotypes about girls staying away from certain shops are no longer respected, and that girls have started to enroll in those shops previously considered as being for boys only." (p. 60)

It may be important to mention at this point that recruitment is improved. by the presence of teachers of the nontraditional sex in the courses, but then encouragement of teachers of the traditional sex can hasten peer acceptance. That kind of clout is important. Be sure teachers know about the growing number of commercial audio-visuals available for their use.

Peer Counseling

With the New Jersey study in mind, it is easy to see the importance of peer counseling to recruitment of nontraditional students to vocational education courses. This stragegy will be most effective as a subsequent stage of the effort when enrolled nontraditional students are available to share their successful experiences and tips on overcoming problems. In the Mintze study, peer counseling was accomplished informally at coffee hours held during the recruitment phase.

Postsecondary institutions have probably made the greatest use of this strategy through Women's Centers, but it can be equally effective with younger students. Peer counselors may find a helpful document to use with fellow students in A Student Guide to Title IX by Myra Sadker of the Resource Center on Sex Roles in Education. With an attractive format using cartoons, this document answers questions about students' rights with respect to admission, financial aid, and equal treatment of students. It comprehensively anticipates students' questions about the implications of federal legislation for students seeking sex fair educational opportunities.

A number of peer counseling models has been developed by YWCAs. For a description, see the YWCA publication, A Job At the End: Guidelines for Teen Counseling, Training and Career Development.

Some of the models included in the listing are:

- oPeer teen counseling, in which students, after completing a training program, counsel other students who are the same age or younger. In both group and individual sessions, peers functioned in a number of counseling roles such as giving educational advice, providing information, developing friendships, and affecting attitude changes in school.

- oWashington Opportunities for Women (WOW) trained peer counselors to staff an Information Center for Girls, where students can come throughout the school day and talk to their peers about jobs and careers.

- oEarly teen counseling for high school dropouts in which teens conduct a five-session program which includes simulation games such as Marriage Game and Wheel of Fortune, career role playing or career models, and personal career exploration.

- oTelephone counseling uses peers to reach the home-based or people 16 or over who are not in school or working full-time. The telephone proved to be a less threatening contact, and more people could be served in less time than by using individual office visits.

Inform Parents Through Counselors and Teachers

A crucial aspect of the recruitment process needs to focus on reaching parents to alleviate their misgivings about their children enrolling in nontraditional courses. At least two projects to increase nontraditional enrollment have come up with specific strategies aimed at parents.

Project EVE developed a questionnaire to be administered to parents within the school's geographic area. Conducted by phone, this survey confirmed that parents need to be informed about nontraditional job training opportunities available at their child's school. Activities in the subsequent information program included:

- oAppearances before the Parent Teacher Organization

- oParticipation in the school's annual open house via a display

- oGeneral publicity campaign

- oA suitable film such as All About Eve shown to parents

The Career Exploration Project for High School Senior Women involved parents for part of the duration of a workshop for female students. For some of the activities parents met by themselves; for others they participated with their daughters. For a comprehensive description of materials see the project's final report.

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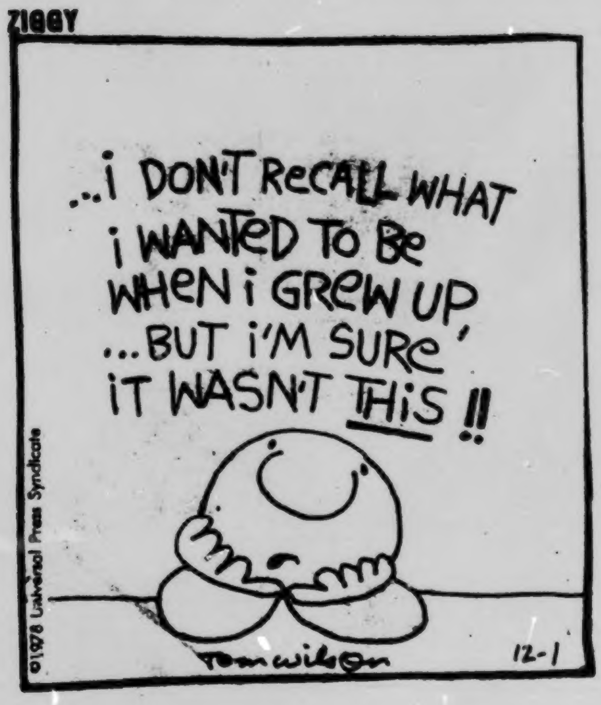
ZIGGY
...i DON'T RECALL WHAT i WANTED TO BE WHEN i GREW UP, ...BUT i'M SURE iT WASN'T THIS !!
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Tom Wilson
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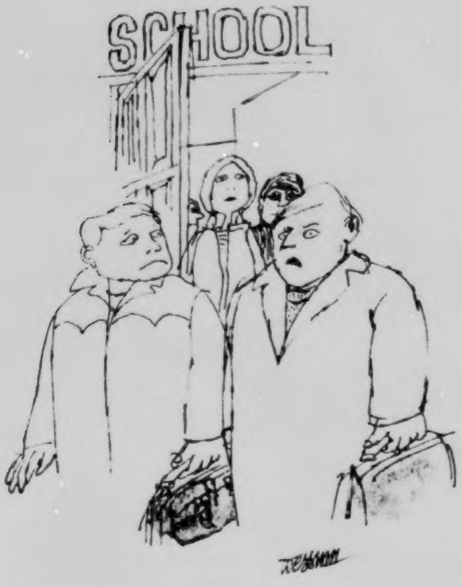

"Forty-seven years to go before retirement."

Source: PHI DELTA KAPPAN DECEMBER 1977

APPROACHES TO THE RECRUITING OF STUDENTS FOR NONTRADITIONAL VOCATIONAL AREAS

Introduction/Overview

Recruiting of students for nontraditonal vocational areas is not a one-time special effort made by vocational educators alone. Rather, it is a broadbased effort that extends overtime and involves the coordination of efforts that range from the classroom to the community. Recruiting concepts and components may be grouped into six areas.

- Students must recognize that they have access to a full range of occupational fields and vocational education programs, and must feel a sense of personal freedom to act on opportunities of interest.

- Recruiting of students for nontraditional vocational areas should become an integral function of vocational education.

- Recruiting of students for nontraditional vocational areas involves vocational educators and other educators in a variety of activities that extend over time.

- Vocational educators play both direct and indirect roles in the recruiting of students for nontraditional vocational programs.

- A recruiting program should provide students with information on (1) current and future opportunities and earnings in the labor market, (2) reasons to consider nontraditional opportunities, (3) problems to be overcome in the pursuit of nontraditional opportunities, and (4) vocational preparation needed, and available, in nontraditional fields.

- A successful recruiting effort requires the coordination of people, information, and activities in the school, the school system, and the community.

A. A CONCEPTUAL FRAMEWORK FOR RECRUITING INCLUDES STUDENTS' RECOGNITION OF VOCATIONAL OPPORTUNITIES, AND STUDENTS' PERSONAL FREEDOM TO ACT ON VOCATIONAL OPPORTUNITIES

1. Recognition of Opportunities

Our goal, once again, is equality of opportunity in vocational education and employment for all students.

We will move closer to this goal when all students recognize that they have access to a full range of opportunities in the labor market, and to a full range of vocational education programs in the schools.

Source: Ellis Associates, Inc.
7210 Windsor Lane
Hyattsville, Maryland 20782

The key word here is recognize.

The fact that jobs or programs are legally, technically, and physically accessible to students is of little value unless this accessibility is recognized.

2. Personal Freedom to Act on Opportunities

We will move closer still to the goal of equality of opportunity when students' recognition of accessibility to jobs and programs is accompanied by a sense of personal freedom to act on this recognition.

The key work here is act.

Each of us recognizes opportunities to do many things during a lifetime. Many of the opportunities we accept. Many others are rejected. How do we differentiate the opportunities we will act on and those we will not? Why do we not act on opportunities to do things that we know we are capable of doing and that are attractive to us?

The concept of personal freedom to act offers one explanation.

Using this concept, we understand that the things we can choose to do are the things that we perceive falling within our bounds of personal freedom. The things that we perceive falling outside our bounds of personal freedom are the things that we cannot choose to do.

Our limits of personal freedom are established by us, and for us, throughout a lifetime. They are established by people and by experience. Parents, peers, and other influential agents transmit, among other things, values and expectations which govern our behavior. Experiences with people and with tasks instill in us a sense of adequacy or inadequacy in certain situations and activities.

We are shaped not by the objective reality of behavioral expectations or experiences, but by our perceptions of their meaning and importance. The totality of perceptions that forms what may be called self concept is the same totality of perceptions that governs personal freedom to act.

When we say we do not want to be an electrician, or auto mechanic, or nurse, or secretary, we may be acknowledging that we do not have the personal freedom to be these things; that these occupations fall outside the perceived reality of what is acceptable for us to do - or even want to do; that pursuing these occupations is inconsistent with the values, expectations, and experiences that comprise our reality.

3. Both Recognition and Freedom are Needed

In no way does this brief treatment of personal freedom to act approach adequacy of coverage of this complex concept. It is intended to serve only as an introduction to the kind of conceptual framework that each of us must adopt if we are to help students beyond the stage of recognition of opportunities in vocational areas, including heretofore nontraditional vocational areas, and if we are to help students understand and overcome the constraints affecting their personal freedom to act on opportunities, including heretofore nontraditional opportunities.

Indeed, when all vocational education students recognize their range of vocational opportunities, and feel free to act on any of these opportunities, we will have achieved the very essence of equality of opportunity in vocational education.

B. RECRUITING OF STUDENTS FOR NONTRADITIONAL VOCATIONAL AREAS SHOULD BE VIEWED AS AN INTEGRAL PART OF A TOTAL VOCATIONAL EDUCATION PROGRAM

1. An Ideal World

In an ideal world, a need for a special effort aimed at recruitment of students for nontraditional vocational areas would never arise. Women and men would be objectively appraising their personal interests, aptitudes, abilities, and aspirations relative to all occupations in our economcy, and basing career decisions on criteria that do not include concepts of traditionalism and nontraditionalism.

There is, unfortunately, some strong evidence that this is not an ideal world, and that students' career decision-making is less than objective, and tainted by concepts of traditionalism and nontraditionalism.

2. Imbalance in Enrollments

The positions of men and women in the labor force are clearly reflected in the positions of male and female students in vocational education programs. Two sets of recent data show the same basic pattern of male and female enrollment in vocational education areas.

Data prepared by the Planning Office of the Bureau of Occupational and Adult Education, U. S. Office of Education, indicate the following for vocational education nationwide (most states) in 1975.

VOCATIONAL AREA	PERCENT ENROLLMENT MALE	 FEMALE
All Areas	51.7	48.3
Agriculture	90.8	9.2
Distributive	57.2	42.8
Health	28.3	71.7
Consumer and Homemaking	18.1	81.9
Occupational Home Economics	26.8	73.2
Office	30.7	69.3
Technical	89.3	10.7
Trade and Industry	87.4	12.6
Special Programs	73.3	26.7

Data published by Project Baseline, Northern Arizona University, indicate the following for 45 states during the 1974-75 school year.

VOCATIONAL AREA	PERCENT ENROLLMENT MALE	 FEMALE
All Areas	48.3	51.7
Agriculture	90.6	9.4
Distributive	53.0	47.0
Health	21.7	78.3
Consumer and Homemaking	15.7	84.3
Occupational Home Economics	16.9	83.1
Office	26.5	73.5
Technical	88.3	11.7
Trade and Industry	86.6	13.4
Special Programs	61.6	38.4

Although there is some variance between these two data sources on the individual items reported, one thing is clear in both: While there are approximately equal numbers of male and female students in vocational education overall, only one broad vocational area - distributive education -approaches balanced enrollment of males and females.

3. Shifts in Enrollments

USOE data indicate that between 1972 and 1975 the proportion of women in the male-dominated vocational areas has increased. In agriculture, female enrollment has increased 3.8 percentage points; in trades and industry, .9 percentage point; in technical education, .9 percentage point.

During this same period, the proportion of men in the female-dominated vocational areas has increased significantly. In health occupations, male enrollment has increased 13 percentage points; in occupational home economics, 12.9 percentage points; in consumer and homemaking, 10.2 percentage points; in office occupations, 17.1 percentage points.

C. IN A CONTINUUM OF EFFORT AIMED AT BROADENING CAREER OPTIONS CONSIDERED BY STUDENTS.

1. A New Concept of Recruiting is Needed

If recruiting efforts are to help students recognize opportunities across all occupational fields, and help students gain the personal freedom to act on any opportunity of interest, then recruiting efforts must be broad in scope. In the traditional sense of the word, recruiting implies activities which focus on the immediate acquisition of people for an organization or a job.

When we think of recruiting in the context of the military or private industry, we tend to think of intensive, short-term efforts aimed at convincing large numbers of individuals to join the organization or take the job being offered; we tend to think of mass media appeals and offers of incentives to help prospects make the "right" decisions.

This traditional concept of recruiting is neither appropriate nor adequate for vocational education. It assumes a certain predisposition on the part of prospects to consider an organization or a job. It involves reinforcing positive images of an organization or job and, to a great extent, it involves telling people what they want to hear.

For vocational educators concerned with recruiting students for nontraditional vocational fields, this traditional concept of recruiting must be changed and expanded to incorporate two major points.

- Recruiting efforts extend across many different functions and activities, within vocational education programs and outside of vocational education programs as well.

- Recruiting efforts extend over time, and are not focused on any single point in a student's development.

2. A Shared Responsibility

This first point tells us that a recruiting program does not operate in a vacuum; that a recruiting effort is not lodged in a single office, nor is it carried out by a single individual.

This does not mean, obviously, that administrative responsibility for recruiting is not held by a single vocational educator in a school or school system.

It does mean that, operationally, responsibility for recruiting is shared by all vocational educators in a school or school system, and that every vocational educator has a role to play in exposing all students to all vocational options, and helping all students realize the personal freedom to pursue occupations of interest.

It also means that personnel other than vocational educators have important roles to play in recruiting, and that vocational educators cannot expect to draw students into nontraditional programs if there is not support for this provided by other school or school system staff.

And this leads to the second point indicated above.

3. A Process, Not An Event

Because recruiting efforts extend across functions and activities both internal and external to vocational education, it follows that these efforts also extend over time.

This means that recruiting should not be looked upon as an event that occurs at some single point in a student's development, but rather, that it should be looked upon as a process that may extend over years of student development. Indeed, the career-related information and activities provided to students during their elementary and junior high school years should be considered as much a part of recruiting as the information and activities provided during the senior high school years, and beyond.

The word considered is emphasized here because it is unlikely that the label of recruiting would ever be applied to the provision of career-related information and activities to students in their early years of schooling. The point is that such information and activities lay the essential groundwork for the vocational choices that students may be making at the senior high school level, as well as the postsecondary and adult levels. Vocational educators must recognize that the recruiting process with which they are concerned is very much affected by what takes place throughout students' school experience.

D. VOCATIONAL EDUCATORS PLAY BOTH DIRECT AND INDIRECT ROLES IN RECRUITING FOR NONTRADITIONAL VOCATIONAL PROGRAMS.

1. In Summary

We have seen that the design of an effort to recruit students for nontraditiional vocational areas should be guided by a number of considerations.

- The goal is to help all students recognize that they have access to a full range of opportunities in the labor market and in vocational programs, and to help all students gain the personal freedom to act on opportunities of interest to them.
- Recruiting of students for nontraditional fields should be an integral part of vocational education.

oAll vocational educators have roles to play in the recruiting effort.

oAll other education personnel have roles to play in the recruiting effort.

Recruiting, therefore, involves more than simply eliciting a decision from a student concerning enrollment in a nontraditional vocational education program. It actually involves the provision of a range of information and activities on which a sound decision can be based.

2. Direct and Indirect Involvement

The involvement of vocational educators in the provision of the needed information and activities may be of two types:

a. Direct involvement, in which vocational educators are responsible for information and activities.

b. Indirect involvement, in which vocational educators work with other educators engaged in providing information and activities.

In the case of direct involvement, vocational educators may be working directly with students, or may be arranging for resources or resource persons to work with students.

In the case of indirect involvement, vocational educators may, themselves, be serving as resource persons, or as advocates of the provision of information and activities by other educators.

3. Vocational Educators as Advocates

The advocacy role of vocational educators is an important one, in that so many of the functions that support recruiting of students for nontraditional occupations should occur during the elementary and junior high school years, prior to students' direct contact with vocational education programs.

If, during the elementary and junior high school years, all students are not helped to visualize the full range of occupational fields open to them, and all students are not helped to acquire a sense of personal freedom to pursue any occupational field of interest, the task of recruiting for nontraditional vocational programs at the senior high school level, and beyond, will be immensely more difficult.

Vocational educators, therefore, have what may be termed a "vested interest" in the quality and quantity of information and activities provided to students during these early years of schooling. For vocational educators, the active advocacy of relevant information and activities during the elementary and junior high school years is both appropriate and practical.

4. Some Action Steps

It is important that vocational educators recognize the need to provide students with information on the ways in which their personal interests, abilities, and aspirations align with a broad range of occupations in the labor market, as part of an effective recruiting program.

And it is equally important that vocational educators recognize the threat posed to their recruiting efforts by the improper use of vocational guidance instruments and by the improper interpretation of their results.

Historically, vocational educators have seldom been directly involved in the selection, administration, or interpretation of the instruments used to relate students' personal profiles to the most promising occupational fields. This is especially true for vocational educators in comprehensive high schools and community colleges.

But there are opportunities for indirect involvement.

- Vocational educators can actively advocate the evaluation of all instruments used in vocational guidance, in terms of their negative potential to create or reinforce sex-role stereotypes and biases.
- Vocational educators can strongly recommend to all students that they not accept the results of any measurement instruments at face value; that they seek interpretations of their profiles by counselors or testing specialists.
- Vocational educators can remind students and counselors alike that their own stereotypes and biases may affect their perceptions of what measurement instruments reveal, and that they should be sensitive to this.

By helping students to visualize how their personal profiles of interests, abililities, and aspirations relate to a number of appropriate fields, including nontraditional fields, we contribute to their freedom to consider employment in the nontraditional fields, and we provide reasons for them to consider employment in the nontraditional fields.

INFORMATION ON POTENTIAL PROBLEMS

5. Dealing with Apprehension

For some students, labor market information and occupational descriptions will encourage pursuit of nontraditional vocational programs.

For some, the addition of information on the match between their interests/abilities/aspirations and certain nontraditional occupations will motivate pursuit of the nontraditional programs.

But for many students, consideration of nontraditional vocational fields may not occur until problems associated with both work and study in nontraditional fields have been examined, and apprehension about these problems has been reduced.

The thing to be remembered about the provision of information on potential problems is that we want to reduce apprehension, not create it. This means that discussion of a potential problem must always be accompanied by discussion of ways to minimize or overcome it, or ways to avoid it in the first place.

6. Some Examples of Problems

Examples of potential job-related problems which may concern students considering nontraditional fields include the following:

oSense of isolation on a job, as a function of being the only woman or the only man on that job

oAbsence of support from employer or supervisor, as a function of biased views of women in "men's" jobs, or men in "women's" jobs

oRejection, or even harrassment, by co-workers on a job, again as a function of biased views

oWell-intentioned interference, i.e., overprotection, by co-workers on a job

oDifficulty in advancement, as a function of not being included in informal, or even formal, communication networks

OUnsuitability of job environment (for women) due to dangerous, hot, dirty conditions, or rough language of men

oLikelihood of sexual provocation, and related problems

oResentment by employer or supervisor, as a result of having to make special provisions for facilities, or having to make special efforts to deal with other resentful workers

Examples of potential school-related problems which may concern students follow the same general pattern as the job-related problems; i.e., they include potential sense of isolation in a classroom dominated by the other sex, lack of support from a teacher, rejection by classmates, unsuitability of learning environment, disruption of class, and related problems.

7. Problems with People

And there is a third cateogry of potential problems. This category is comprised of problems that do not occur on a job or in a classroom, but contribute greatly to student apprehension about nontraditional training and employment.

These problems relate to the need for support from persons who are influential in the personal or private lives of students: Parents and other family members, peers, and spouses.

We have already discussed the fact that parents and peers transmit values and expectations that govern behavior and determine personal freedom to act. The influence of family and peers on behavior and development has been documented, and accepted, for many years.

The two studies of students in nontraditional vocational programs, cited earlier, underscore the importance of family and peer influence. Both of these studies found that parents exerted the greatest "outside" influence on students' decisions to pursue nontraditional vocational fields. The study of female students at the postsecondary level found that mothers, husbands, and fathers, in that order, were most influential. The study of male and female students at the secondary level found that other students were often more influential than either counselors or teachers.

The potential problems here lie in the perceptions of students that mothers or fathers or husbands or wives or girl friends or boy friends may be disappointed in, or critical of, a decision to pursue a nontraditional field.

8. Value of Role Models

In any presentation of discussion, perhaps the best approach to raising a potential problem without raising apprehension about it is to involve someone who has experienced the problem - and has dealt with it

Persons who are employed in nontraditional occupations in local business and industry are excellent resources for recruiting programs. If arrangements can be made with employers and supervisors to involve such persons in the school program (and they can), students are exposed to the real experience of real people. They are exposed to role models who can correct misperceptions of job-related problems, and discuss the extent to which they were affected by problems, and the ways they reacted to the problems.

Students who are enrolled in nontraditional vocational programs in the schools are excellent resources in the treatment of potential school-related problems. Arrangements for the involvement of such students in recruiting activities are not difficult to make. Nontraditional vocational students are in an excellent position to provide other students with information on the problems that they feel are important, and on solutions to the problems that they feel are effective.

And in addition to treating job-related and school-related problems, both workers and students are effective in treating problems relating to family and friends. Here again, they can expose students to the real experience of real people. They can expose students to their personal feelings about the support, or lack of it, that they are receiving from their families and friends.

9. Other Valuable Resources

Involving nontraditional workers and students in presentations or dscussions of potential problems may not always be convenient, or possible. While it is an excellent way to go, it is certainly not the only way to go.

Case studies are valuable in the treatment of problems affecting nontraditional workers and students. Students can project themselves into the subjects of the case studies, and explore their feelings about the way subjects behave.

Films depicting workers in nontraditional occupations are available from a number of sources. These films generally explore the reasons workers had for choosing nontraditional fields, the problems they had to solve and the rewards they have realized. Such films are valuable as focal points for discussions of both motivation and problems.

10. Perception and Performance

Regardless of the approach taken to the presentation of information on potential problems and potential solutions, two important things should come through to the students.

- Very often, real problems are not as serious as perceived problems, and though it is difficult to do, we must try to be sensitive to the difference between the two. We tend to perceive problems that we expect to perceive, and so sometimes we perceive problems that are not there at all.

- The bottom line in any job or program, traditional or nontraditional, is performance. Invariably, students and workers in nontraditional fields tell us that, when it is recognized that they can do quality work and carry a fair share of the load, their problems, if there were any, seem to unravel.

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THE DELIVERY OF INFORMATION NEEDED FOR SUCCESSFUL RECRUITING REQUIRES THE COORDINATION OF SCHOOL, SCHOOL SYSTEM, AND COMMUNITY EFFORT

Three Levels of Coordination

The recruiting of students for nontraditional vocational fields must be an integral part of the totality of vocational education, that it must involve both vocational educators and other educators in a continuum of effort that extends over time, and that vocational educators have both direct and indirect roles to play in recruiting.

The range of information requirements must be met if students are to be equipped to make sound decisions concerning enrollment in nontraditional vocational programs.

SCHOOL

The School is the First Level of Coordination

A recruiting program should involve the delivery of some information and the conduct of some activities that fall outside the normal scope of vocational education.

Vocational educators are central to a recruiting program, but cannot do the whole job alone. We have already observed that, unless all school personnel cooperate in a consistent program to encourage students' consideration of nontraditional vocational fields, vocational educators' recruiting efforts will be seriously compromised. (15)

Administrators are in a position to provide the leadership, and set the tone, for consistent school-wide efforts to eliminate sexism and sexrole stereotyping, and their attendant problems, from every aspect of school function and operation.

Administrators should understand that, by employing members of both sexes in all occupations that exist in the school, valuable nontraditional role models are provided for students.

They should understand that many school staff members may benefit from inservice training designed to help them recognize the problems of stereotyping and bias that can exist in the school - and perhaps in themselves.

They should recognize the importance of establishing, and enforcing, standards governing the use of nonsexist texts, materials, tests, and procedures.

They should recognize the importance of describing all school programs to all parents, and of communicating to all parents the fact that all programs are available to all students.

They should recognize the value of communicating to the community - to employers, civic groups, advisory councils, parent organizations - the school's dedication to the elimination of sex bias and stereotyping.

In general, administrators of comprehensive schools and community colleges should be encouraged and helped by vocational educators to do everything possible to eliminate the conditions that could limit students' consideration of nontraditional vocational fields.

Administrators of vocational-technical schools and institutes should recognize that effective recruiting for nontraditional programs is a function of their effective leadership in this area, and should ensure that all vocational educators on staff understand what is expected of them in the school-wide recruiting effort.

All Teachers

Teachers, because of their extensive contact with students on a daily basis, are in a position to greatly influence students' consideration of, and success in, nontraditional fields.

The study of women in nontraditional vocational programs at the post-secondary level, cited earlier, found that male teachers, particularly vocational education teachers, influenced pursuit of nontraditional fields more than any other school personnel. (It is interesting to note that female teachers were more influential among students in traditional fields.)

All teachers, vocational and nonvocational, should be sensitive to their influence on students' views of nontraditional fields, and should be aware of how easily, and how subtly, their attitudes toward nontraditional fields are transmitted to students. For this reason, teachers should be open to ways to increase self-awareness of attitudes toward male and female roles in society, and to improve ability to recognize the presence of stereotyping and bias in all aspects of their work.

All teachers should recognize the importance of selecting and using texts, materials, tests, and classroom procedures that do not create or reinforce sex-role stereotypes. This includes the use of resource persons that provide role models of both women and men in all occupational fields.

Vocational Teachers

Vocational teachers influence students' decisions concerning nontraditional fields, both before and after those decisions are made.

Vocational teachers are involved in the development and the presentation of information on vocational offerings in the school, and may be involved in the development and presentation of information on opportunities in occupational fields and on reasons for both male and female students to consider all occupational fields.

Vocational teachers are then involved in the support of the nontraditional students who have decided to enroll in their classes.

Support for nontraditional students in the classroom is an especially important responsibility for vocational teachers, because so many students are affected.

- The nontraditional students themselves, who deserve every chance for success in the classroom
- The other students in the classroom, whose stereotypes and biases (if there are any) may be reduced
- The other students in the school, whose perceptions of successful nontraditional students may affect their consideration of nontraditional programs

Vocational teachers should recognize the importance of providing the right kind of support to nontraditional students. On one hand, these students may perceive problems not perceived by the other students in the classroom, and may feel the need for special help. On the other hand, these students will not want to be overprotected or treated as peculiar in any way. This means that the teacher must be understanding and responsive, but must use restraint in actions that could in any way suggest that the nontraditional student cannot do all of the same work expected of the traditional student in the classroom.

Counselors

Counselors are in a position to provide students with the bulk of all information and support needed for fair consideration of opportunities in nontraditional fields. They are in a position to make students aware of opportunities in all occupational fields, and help students develop the personal freedom to pursue any opportunity of interest.

Even though the potential effectiveness of counselors may be limited by high counselor-student ratios, and by time spent in record-keeping and administrative duties within a school, they are critical to the success of a recruiting program. Of all personnel in a school, counselors should be most sensitive to the need to eliminate the stereotypes and biases that constrain vocational decision-making, and most enthusiastic about a recruiting program which gives balanced treatment to both traditional and nontraditional opportunities.

Counselors should also be most sensitive to the ways in which their own stereotypes and biases affect the counseling they provide to students, and most receptive to information and activities (e.g., in-service training programs) that help to eliminate their personal stereotypes and biases from their contacts with students.

Counselors should be aware of the many ways in which the role of women in society is changing. They should have timely and accurate information on the position of women in the labor force, and should also be aware of the successful experience of both men and women in nontraditional occupations in the labor force, and in nontraditional vocational programs in the schools.

Counselors should recognize the importance of selecting and using occupational information that does not create or reinforce occupational sex-stereotypes, and should recognize the need to exercise great care in the use of career interest inventories.

In general, counselors in comprehensive schools and community colleges should be helped by vocational educators to understand all of the ways in which counseling activities impact on the success of recruiting for nontraditional vocational programs.

Counselors in vocational-technical schools and institutes should recognize that they are the logical coordinators of all recruiting efforts in their schools and institutes, and should take the lead in guaranteeing sex-fair recruiting efforts.

Librarians

Librarians should definitely not be overlooked by those who implement recruiting programs. Though their contact with students may not be as direct as that of teachers and counselors, the role they play in recruiting is important.

Librarians are in a position to alert students to the possible presence of sexism in any of the materials they may read and should do so.

Librarians should ensure that students are exposed to books, periodicals, pamphlets, and posters that depict both men and women in nontraditional occupations.

Through displays or special programs, librarians may even contrast material that creates or reinforces sex-role stereotypes with material that does not.

Librarians should monitor publishers, film distributors, and government agencies for print and audio-visual materials dealing with issues of stereotyping and bias, women in the labor force, and related topics of potential value to both students and school staff.

Vocational educators should encourage librarians to take an active role in the recruiting effort within a school, and should advise librarians on the kinds of information and activities that might help free students of the stereotypes and biases that limit their consideration of all vocational fields.

Students

Finally, in coordinating recruiting efforts within a school, we should recognize the many ways in which students can contribute to recruiting goals. It is clear that students are very much subject to the influence of their peers. For many students, peers may be as influential as parents.

It is important, therefore, that recruiting programs take full advantage of those students who are able to reflect positively on their experience in their nontraditional vocational programs.

We have already cited examples of ways in which nontraditional students serve as role models for other students. By guiding student tours of vocational education facilities, by assisting in career fairs or career days, and by making presentations in auditorium programs, nontraditional students contribute a measure of credibility to the recruiting effort.

Student Organizations

Nontraditional students may also benefit other students, and themselves as well, by becoming involved in the student vocational education organization that is appropriate to their field of study (VICA, DECA, FFA, FHA, HERO, FBLA, etc.). By meeting and working with traditional students in a vocational club environment, separate from the classroom environment, nontraditional students may reduce traditional students' resistance to their presence in the classroom, and may help change traditional students attitudes concerning occupational sex-stereotyping.

Student vocational education organizations already play valuable roles in the recruiting of vocational education students in general. But if their memberships are comprised of both male and female students, and if they make special efforts to show that both males ad females are active in the vocational fields which they represent, these organizations can contribute greatly to nontraditional recruiting goals as well.

As advisors to these student organizations, vocational educators should ensure that all members are aware of the ways in which they can work to eliminate sex bias and stereotyping in their chosen vocational fields.

SCHOOL SYSTEM

The School System is the Second Level of Coordination

Effective recruiting for nontraditional vocational programs requires that vocational educators work with both personnel and students of other schools in their system or district.

Vocational educators should work with those schools from which prospective vocational students may be coming, as well as those schools to which their vocational graduates may be heading.

Feeder Schools for Secondary Programs

Work with the "feeder" schools in the system - the schools from which students will be coming - is essential to an effective recruiting program. Vocational educators must ensure that feeder schools are doing everything possible to prepare students for sound vocational decision-making and for fair consideration of all vocational fields. Vocational educators cannot afford to assume that feeder schools will do this without their encouragement and assistance.

The encouragement and assistance may take many forms.

For vocational educators at the senior high school level, the encouragement and assistance to junior high schools may include:

- written and/or verbal presentations to school staff, covering the objectives of recruiting for vocational education in general, and for nontraditional vocational programs in particular;
- vocational education brochures for students, primarily ninth-grade students, describing all of the vocational programs available to them at the senior high school level, and all of the occupational fields that they may prepare for;
- presentations to students, again describing the vocational programs and occupational fields available to them, and stressing the fact that all programs and occupations are open to all students;
- participation in career exploration mini-courses or programs in which all occupational fields are examined by all students.

Students in nontraditional vocational programs should be involved as much as possible in the presentations to junior high school students. In informal discussions, nontraditional students can answer questions that the junior high school students raise, and can provide excellent role models to which the junior high school students can relate.

Vocational educators should also urge counselors to work with both school personnel and students in the feeder schools. Counselors can participate in the presentations to both staff and students in the junior high schools, and can serve as valuable resources in any junior high school efforts aimed at elimination of stereotyping and bias from vocational planning.

Feeder Schools for Postsecondary Programs

For vocational educators at the postsecondary level, work with feeder high schools should follow the same pattern.

Postsecondary vocational educators should brief senior high school staff on recruiting efforts, and should provide senior high school students with information on programs available to all postsecondary students.

Students in nontraditional vocational programs at the postsecondary level should be involved in the presentations - especially if they are graduates of the high schools in which the presentations are made.

Postsecondary counselors should also be involved in the presentations, and should maintain on-going working relationships with the counselors in the feeder high schools, to provide them with any information they may need on postsecondary vocational programs.

Value of Presentations on Postsecondary Programs

Vocational educators at the senior high school level should actively encourage the presentations of the postsecondary vocational educators, students, and counselors.

These presentations provide all vocational students with information on which to base further educational planning.

They provide nontraditional vocational students with assurance that programs of interest are indeed open to them at the postsecondary level.

And they provide this same assurance to students who may be considering enrollment in a nontraditional vocational program. For these students, information on attractive nontraditional programs at the postsecondary level can provide an incentive for enrollment in prerequisite nontraditional programs at the secondary level.

COMMUNITY

The Community is the Third Level of Coordination

Vocational educators have always known that community support and involvement are essential to a successful vocational education program. Indeed, vocational educators have pioneered efforts to bring the community and the schools closer together, through cooperative education and work experience programs, and through craft committees and advisory councils of various kinds.

And now that we have turned our attention to the recruitment of students for nontraditional vocational programs, community support and involvement take on added importance.

We have discussed the need for all school personnel to cooperate in a consistent effort to stimulate students' consideration of all occupational fields, and to extinguish notions of traditionalism and nontraditionalism in occupations.

Obviously, if such an effort is to be truly consistent, it must extend beyond the walls of the school.

If students experience one thing in the school, and another thing outside the school, the credibility of the school experience is weakened.

If students are encouraged to consider nontraditional vocational programs in the school, but are not encouraged to do so outside the school, the effectiveness of a recruiting program is limited.

The goal for vocational educators is to maximize the extent to which the community provides reinforcement for what the students experience in the school; to maximize the extent to which the community encourages students' consideration of nontraditional vocational fields.

Parents

Parents must receive a great deal of our attention.

We have already noted that, for most students, parents exert the greatest "outside" influence over vocational decision-making. The influence is greater than that of any school personnel.

Vocational educators must attempt to harness this "parent power" and direct it toward the goals of the recruiting program.

Parents can contribute to their children's awareness of opportunities in all occupational fields, and can contribute to their children's personal freedom to pursue any opportunity of interest.

Parents should be encouraged to do this, and should be helped to do this. Vocational educators should work with all other school personnel in a consistent effort to ensure that parents are aware of:

- the rationale for their children's consideration of nontraditional fields,
- the schools' efforts to expose all students to all occupational fields,
- the schools' efforts to free students from considerations of traditionalism and nontraditionalism in vocational choice,
- the full range of vocational programs available to their children,
- the full range of occupational fields available to their children through these programs,
- the importance of the role they play in their children's vocational choice.

Parents can be made aware of these things through materials sent directly to the home; through presentations at orientation meetings held at the beginning of each school year; through presentations at PTA and other parent organization meetings; through consultations with administrators, teachers, and counselors throughout the school year.

Parents in Schools

While the goal is to capitalize on parents' influence in the home, the potential value of parents in the school should not be overlooked. Many schools survey parents to determine their interest in serving as resources to teachers and counselors in vocational education and career education programs, and to identify the kinds of occupational training or experience they would be willing to share with students.

Surveys such as these offer an excellent means of identifying parents with training or experience in nontraditional occupational fields; parents who may be willing to serve as nontraditional role models in the schools.

Business and Industry

Business and industry has a major role to play in reinforcing the credibility of any program to recruit students for nontraditional vocational fields.

In fact, representatives of business and industry are the only ones who can confirm for students that all opportunities in their organizations are open to all applicants; that workers are actually employed in occupations dominated by the other sex; and that workers are actually successful in occupations dominated by the other sex.

And it is important to note that representatives of business and industry are the only ones who can confirm these things for school personnel as well - for administrators, teachers, and counselors whose skepticism concerning job opportunities in nontraditional areas may be communicated to students considering nontraditional vocational programs.

Most vocational educators maintain some kind of ongoing contact with businesses and industries in their communities, to keep abreast of developments in equipment, materials, and procedures, and to keep abreast of employment trends. Major employers are called upon to serve on craft committees and advisory councils, and to provide cooperative education and work experience for vocational students.

This means that for most vocational educators, mechanisms for involvement of business and industry in recruiting for nontraditional fields already exist.

Vocational educators should use these mechanisms, or create new ones if necessary, to make individual contacts with area businesses and industries:

- to make them aware of the schools' efforts to introduce students of both sexes into the supply of trained workers in all occupational fields;
- to encourage managers and supervisors to participate in auditorium programs, career fairs, etc., to present information on their companies' employment opportunities for all students, and to present information on nontraditional workers in their companies;

- to request that workers in nontraditional areas be allowed to participate in school programs, career fairs, etc., in order to provide valuable role models for students;
- to elicit their cooperation in the conduct of field trips or on-site programs in which students could observe workers in nontraditional jobs, and in which students could obtain hands-on experience in nontraditional areas;
- to arrange for employment interviews for students who are approaching graduation in nontraditional vocational fields.

The overriding concern of employers is that they obtain the best person for the job. Vocational educators can anticipate that managers and supervisors who have employed workers in nontraditional fields will report that the best person for a job may be either a man or a woman; that performance on the job is the most important criterion in evaluating any worker on any job.

Vocational educators can also anticipate that workers in nontraditional fields will verify that performance on the job is the key to acceptance and success.

This does not mean that employers or workers will not, or should not, talk with school personnel or students about potential problems to be encountered in a nontraditional job. Both employers and workers are in an excellent position to describe, and in some cases, debunk, the problems that can arise when a man or a woman enters a working environment dominated by the other sex. Employers and workers together may serve as testament to the fact that the problems which arise, if any, can be solved.

Unions

Unions also have major roles to play in reinforcing the credibility of nontraditional recruiting programs, and should be involved in recruiting efforts in much the same way as business and industry.

Union representatives should be contacted along with representatives of business and industry, and their involvement in all school activities designed to illustrate opportunities for both men and women in all occupational fields should be sought.

Of special interest to many students may be the opportunities that exist in the unions' apprenticeship programs. Apprenticeship program personnel who have had experience with apprentices in nontraditional areas are well equipped to discuss both the programs in general and the problems that may be experienced by any apprentice.

Other Community Organizations

Other community organizations, including civic/service groups, churches, and media, can serve to publicize and promote the objectives of a nontraditional recruiting program throughout a community, and help to create an atmosphere of awareness and acceptance of the concepts of equal opportunity which underly the program.

The memberships of civic and religious groups are comprised of employers and workers, men and women, parents and students. All are able to benefit from information on their schools' efforts to expose all students to all occupational fields, and from information on the reasons that all students should be encouraged to consider all occupational fields.

Brochures or brief reports describing both the "what" and the "why" of recruiting for nontraditional fields should be made available to every community group that expresses an interest in the schools' efforts. A survey of community orgnaizations can both determine interest and create interest. Brochures or reports should be inexpensive, so that schools can afford to produce and disseminate relatively large quantities of them, and should be easily reproducible by others.

To the extent possible, vocational educators and other school personnel should make themselves available to key community organizations, to respond to their inquiries concerning the recruiting program, and to serve as resources for presentations or discussions of nontraditional recruiting and its underlying concepts.

Media

The value of media support for a nontraditional recruiting program is obvious. Few members of a community are not reached every day by television, radio, and newspapers. Positive media coverage of a program increases the chances for awareness and acceptance of that program throughout the community.

Media coverage of a nontraditional recruiting program and/or its underlying concepts (i.e., elimination of sex-role stereotyping, sex bias, traditionalism in occupational choice) can take many forms. A program may be approached as "news" and be described in a news telecast, broadcast, or newspaper article. Or it may be approached as "public service" and be discussed on local public service talk shows, or cited in public spot announcements.

Vocational educators should ensure that all local media are aware that special efforts are being made in the schools to recruit students for nontraditional vocational fields, and that local media are aware of the rationale for the recruiting program. Public relations or community relations personnel of the school system should be enlisted in the effort to make the media aware of the program.

Vocational educators and other school personnel should make themselves available to the television and radio stations and the newspapers, to provide information on the program, or to participate in interviews or discussions.

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In Summary

All of the recruiting efforts we have discussed are aimed at the creation of equality of opportunity in vocational education and employment.

They are aimed at the creation of equality of opportunity for all students, for both sexes.

But we cannot improve the recruiting information that we provide to students without in some way improving vocational education in general.

We cannot improve the vocational decision-making process without in some way improving vocational education in general.

We cannot improve our working relationships with other educators without in some way improving vocational education in general.

And we cannot improve our contacts with the community without in some way improving vocational education in general.

It follows, then, that when we achieve equality of opportunity for all of our students, we will have achieved something of value for ourselves as well.

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SEX EQUITY IN VOCATIONAL EDUCATION PROGRAMS

VII

41 WAYS TO TEACH

ABOUT

SEX ROLE STEREOTYPING*

by
Pauline B. Gough

1. Write a report or make a booklet on "Women in Advertisements" or "Men in Advertisements." Select several advertisements from television, magazines or radio, and use them to show how women or men are viewed by the people who create advertisements. (For example: Ads can be directed at the women as a housewife, a mother, a sex object, an object of beauty, a professional, etc. Ads can be directed at the man as a sports enthusiast, a financial wizard, a professional, a family breadwinner, a father, etc.) The different slants given advertisements are called "advertising appeals."

2. Make a collage of advertisements using these appeals.

3. Analyze the advertising appeals of the ads in at least one popular women's or men's magazine. (See Project 1 for a definition of "advertising appeals.") Include in your analysis only those ads covering onehalf page or more, because smaller ads often are straightforward presentations of information and these ads usually do not include obvious advertising appeals. Tally your findings (how many ads are based on what kinds of appeals) and present them in chart form.

4. Do a comparative analysis of advertising appeals directed toward men or toward women in two different magazines (Sports Illustrated versus Newsweek, for example, or MS. magazine versus McCall's). Do advertising appeals directed at a given sex differ, depending on the magazine? What do wuch differences tell you about the magazine? What do such differences tell you about the audience for whom each magazine is intended? Tally your findings and present them in chart form.

5. In at least one basal reader used at your school, analyze content in terms of number of male main characters versus female main characters, and number of males shown in illustrations versus number of females. Tally, too, the adult occupations given for males and females. Note any specific examples of portrayals of boys or girls in nontraditional roles or of story content in which either sex is "put down." Make a chart of the results.

6. Analyze the story problems in a math book used at your school. What activities are women and girls, men and boys, engaged in? Draw conclusions and present your findings to the class.

7. Make a bulletin board display of men and women engaged in non-stereotype activities or of "breakthrough" for either sex. Use pictures and articles from current newspapers and magazines for this purpose. (Recent examples: an article about the new female state troopers in Indiana; a feature story about a man on a city's women's commission; an article on fathers who have received custody of their children following a divorce; a news item about the first female cadets at West Point).

8. Give an oral report on women's rights from the suffrage movement to the present. Discuss past and current leaders in this movement, the date of women's rights to vote in national elections, tactics used to gain this privilege, arguments used against women's suffrage. Compare the way the suffrage movement began to the way the current women's movement began, and note the connection, in both instances, with civil rights for black Americans. Mention other similarities between the women's movement of the 1800's and the current one. (Example: the formation of liberal and conservative factions expressing different goals and using different tactics.) List some unattained objectives of the current women's movement; discuss sources of opposition to these objectives.

9. Prepare a written or oral report on the status of women in politics today. Find out, for example, what percent of eligible women voters actually have registered to vote. How many women are elected officials in the U.S. Senate and House of Representatives, state legislative bodies, governorships? How many women have held important judgeships or high office (cabinet posts, for example) in the federal government? Who are the outstanding female politicians today, and what is the outlook for women in politics in the future? (Note to teachers: "Women in Politics: An Overview" by Dixie Shipp Evatt is an excellent article that covers these points. It appeared in the spring 1976 issue of Matrix, Women in Communications, Inc., 8305-A Shoal Creek Blvd., Austin, TX 78758.)

10. Prepare a written or oral report comparing sexism to racism. One source of information is the National Education Association's Fact Sheets on Sex Role Stereotyping. (Note to teachers: Write to the National Education Association, Order Dept., The Academic Bldg., West Haven, CT 06516 for information on obtaining these Fact Sheets, which are listed as Stock No. 0585-6-00.) You might also interview black women in the community, asking them about the problems of race and sex discrimination.

11. Prepare a short talk about a woman famous in some profession. Emphasize any obstacles (including those related to sex) this woman had to overcome in order to reach her position of leadership or personal success. If she faced no serious obstacles, how do you account for this? Mention her family's attitudes toward her career, along with problems or special strengths she may have had.

12. Interview an influential career woman in your community. Ask questions such as: How did you become interested in your career? How did your family feel about your going into this kind of work? What obstacles did you have to overcome? Do you feel there has been discrimination against you in terms of your salary, advancement, job responsibility? Are you married? If so, does your work affect your family life? Do you recommend that other women follow in your footsteps?

13. Design a flag or banner as a symbol for people's rights in a nonsexist society.

14. Create a mural on sex-role stereotyping of males, females, or both.

15. Write and present a play. Possible themes include a typical day in the life of a modern man or woman, life for men or women 20 or 30 years from now, a historical incident in the suffrage movement.

16. Write poems or short stories on such subjects as how parents train children to "act like" men or women, or ways in which society expects males and females to behave.

17. Survey the career plans of girls and boys in kindergarten (or first grade) and those of students in fourth grade. Is there a difference? Are choices sex-stereotyped?

18. Ask boys from a grade lower than yours what they want to be when they grow up. Then ask what they would want to be if they were girls. Follow a similar procedure with girls at that grade level. Do career choices change when children "become" members of the opposite sex? Is the range of career choice broader for one sex than the other (either as the interviewee's real or imagined sex)? Is there evidence of sex-role stereotyping in career choices? If so, are boys and girls more stereotyped in thinking about careers for their own sex or for the opposite sex? Analyze your findings and arrive at some conclusions.

19. Survey the favorite school subjects of boys and girls in an early grade and compare these with the favorite school subjects of children in later grades. Is there a difference? Do girls generally prefer language activities to math, social studies to science (and boys, the reserse) as is popularly supposed? Present findings in chart form.

20. Find ten or more quotes about sex roles. (Barlett's Familiar Quotations is a good source.) Note both the quote and the speaker's name, and explain the meaning and significance of each quote.

21. Collect adults' cliches (common, stereotyped expressions) about men and women. (Example: Men are logical, women are intuitive.) Lead a discussion on the validity or refutability of each of these expressions.

22. Choose one children's cartoon series on television and watch it at least four times. How are male and female characters portrayed on the show? In one or two words, how would you describe each character as he or she is portrayed (intelligent, stupid, courageous, aggressive, helpless, strong, weak)? Draw some conclusions, using examples to support them.

23. Watch one family situation comedy on television for several weeks. How do the roles of fathers and mothers, sons and daughters, on the show compare with family life as you know it?

24. Write a proposal or outline for a television show or children's book that you think would give children a constructive view of men and women.

25. Choose one comic strip or syndicated cartoon series from the newspaper. Look at ten or more separate cartoons or read the strip for two weeks. Then characterize the males and females shown in the cartoon or comic strip. Using an opaque projector or photocopy machine, provide at least one illustration to accompany the report of your conclusions.

26. Listen to popular music on the radio. How are men and women depicted by writers of song lyrics? Write a brief report, using examples to support your conclusions.

27. Using a familiar tune, write a new song for people in a nonsexist society.

28. Analyze the depiction of males and females in the library books you have read during the past several months. Is there sex-role stereotyping? If so, is such stereotyping justifiable -- for example, in historical fiction, where the author's purpose is to "tell it like it was"; or in traditional literature, which is the written version of folk stories handed down from generation to generation? Is such stereotyping legitimate in modern, realistic fiction? Why or why not? Present your findings and conclusions in an oral report or a written critique.

29. Select a random sample of picture books from the library. (Taking every 10th or 20th or 40th book is a good way to do this.) Tally the number of books that have boys or male animals as main characters versus those with girls or female animals. Which sex predominates? Why do you suppose that might be? If you separate your sample into books published before 1970, is there a change toward equal representation of both sexes in the more recent books? If so, why might that be? Analyze your findings and draw conclusions.

30. Look at some teachers' (or librarians') book lists that separate books suggested for boys from those suggested for girls. (Two such lists are G. Robert Carlsen's Books and the Teen-Age Reader, 1971, pp. 51-57; and George D. Spache's Good Reading for Poor Readers,

1970, pp. 59-63 and pp. 71-74.) Do you think such sex-differentiated lists of reading materials are valid? Why or why not? Present your findings and conclusions orally or in writing.

31. Ask girls in a lower grade if they've ever wanted to be boys, and if so, why? Ask boys in the same grade if they've ever wanted to be girls, and if so, why? Then ask the same questions of boys and girls in a higher grade. Which sex seems more satisfied, overall, with its sex-role identity? Does this satisfaction decrease with age for either boys or girls? If so, why might this be? Analyze and present your findings.

32. Visit the toy department of a local store and list toy packages that show girls only, and those that show boys only. Also note those showing children of both sexes. Draw some conclusions from your findings and present them to the class.

33. Invite to your class a guest speaker who represents a nonstereotyped role (a man or woman in an atypical job or an atypical family role). Check with your teacher about time and place. Plan to meet with your guest before the talk to confer with him or her about topics to be covered in the talk. Introduce the guest to the class.

34. Use a camera to put together a picture story about a typical day in the life of some person, man or woman, who holds a nontraditional job. Mount your pictures for display; add captions if you wish.

35. Analyze some aspects of news coverage. Examples: column inches devoted to girl's sports versus boys' sports; ways in which men and women are referred to in headlines; how often a woman's -- as compared to a man's -- marital status, number of children or physical description is referred to in news stories. Present your findings in chart form, and draw some conclusions.

36. Analyze greeting cards. Compare cards congratulating parents on the births of male infants with those referring to female infants. Or look at birthday cards written for boys and those written for girls. Do differences exist? What kinds? Tally your findings and present them to the class.

37. Ask students from the grade below yours to write the first three adjectives they think of when you say "masculine." Have them do the same thing for the word "feminine." Tally your findings. Present them to the class, and draw some conclusions. At the end of this activity, you might want to try the same thing with your own classmates. Are there differences between the responses of your classmates and the younger students? If so, how do you account for these differences?

38. Visit several classrooms in your school. Examine the wall and bulletin board displays, tallying the number of males and females shown in each. Total your figures. Does stereotyping seem to be practiced? If so, discuss with your teacher and/or several classmates what might be done to remedy the situation (a talk with the principal, perhaps, requesting that the information be publicized). You may want to go back to each classroom a month later and check for changes.

39. Working with several partners, list all the things you can think of that only a mother can do for a child. Next, list all the things that only a father can do for a child. Finally, list all the things that only a parent can do for a child. Compare your lists, and draw some conclusions to present to the class.

40. Analyze the content of a science textbook used at your school. Tally the number of girls shown participating in science activities versus the number of boys. Does one sex tend to be doing while the other sex is watching? Is there a marked difference in the kinds of activities girls are shown doing versus those boys are shown doing? Tally the number of male teachers in illustrations versus those boys are shown doing? Tally the number of male teachers in illustrations versus female teachers. Look, too, at biographical information about scientists, past and present. How many of these practicing scientists are men? How many are women? Analyze your findings and draw some conclusions.

41. Do a project of your own choosing. Check your idea with your teacher.

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Classroom Activities to Eliminate Sex Bias, Stereotyping, and Discrimination

1. Provide information and samples to students on sex bias, sex stereotyping, and sex discrimination.

   Definitions (see General Manual)
   Examples

2. Request students identify and assist with the elimination of sex stereotyping, bias, and discrimination.

   Invite and use recommendations

3. Use examples of both sexes equally in:

   Posters
   Brochures
   Textbooks
   Curriculum
   Demonstrations
   Employment/work experience
   Communications

4. Teach principles and concepts--applying equally to both sexes:

   Examples:

   When task involves lifting--teach proper body mechanics
   --teach use of equipment, tools
   (fork lifts, hydraulic lifts)

   Regardless of sex, lifting safely entails proper use of body mechanics and safe use of equipment and tools.

5. Invite nontraditional employees into class to serve as role models.

6. Invite employers in to speak to class who have/do hire nontraditional employees.

7. Avoid sexism in all classroom activities and communications.

SBDL 70 dm

HOW DO WE RETAIN STUDENTS IN NONTRADITIONAL CLASSES?

A. Introductory Questions

1. What function(s) does the "buddy system" serve in retention efforts?
2. What roles are advantageous for counselors, teachers, vocational education directors and administrators to play in this concerted retention effort?
3. How much can and should support services do at the secondary/postsecondary levels?
4. How can support persons be involved (e.g., foster buddy system, teacher/student support)?
5. How can problems with parents and/or spouses be anticipated?

B. Narrative

At the outset, one very crucial factor in retaining nontraditional students in vocational education classes is "company." That is, the greater the number of nontraditional students, the greater the liklihood that the students will stay in the course. A recent study, *A Study of the Factors Influencing the Participation of Women in Nontraditional Occupations in Postsecondary Area Vocational Training Schools*, by Roslyn D. Kane et al., indicates that women's survival in traditionally male classes is more likely when four or more women are enrolled. The reason seems to be that the women form a buddy system that wards off discrimination. Perhaps this factor also serves the functions of providing moral support and refuting sex-stereotypical myths--there is strength in numbers.

It would be pointless and counterproductive, however, if vocational education reduced the sex equity issue to a numbers game in which nontraditional students were indiscriminantly urged to sign up for vocational education classes. Instead, there is a number of retention strategies which can be used to encourage carefully counseled students, with nontraditional needs and aspirations, to persevere in achieving their vocational goals. The following discussion outlines several strategies which may help you. They call for a concerted effort on the part of counselors, teachers, vocational education directors, and administrators to get the best results. Indeed, before reading about these strategies, you may want to consider the suggested roles for these individuals from the *Model Policy Statement and Guidelines for Implementation: Vocational Education* developed by the Education Commission of the States.

Identify and Publicize Support Services

Some of the needs encountered in recruiting nontraditional students persist to a degree--maybe more so--in a retention effort. Peer counseling, for example, is a vital support service, especially in cases where low

Source: Louise Vetter

nontraditional enrollments do not afford students the "buddy system." Mary Janney has identified the following strategies as important support services ("Career Counseling for Women," ED 115 903):

- special courses for women
- career days
- peer counseling
- career centers
- training materials
- peer counseling handbook
- involvement of traditional peers in encouraging non traditional students

Publicizing career options through media and special programs should also be carried out with retention of students as well as recruitment in mind.

One of the primary concerns of support services pertains to both offering feedback to students and obtaining feedback from them. From time to time nontraditional students will need special encouragement and advice as to the soundness of what they're doing and reassurance about their performance. This kind of feedback can be supplied by teachers, adult and peer counselors, as well as through recognition through media coverage, awards, and vocational education club participation. In "Stamping Out Sex Stereotypes in North Carolina" (American Vocational Journal, April 1976, pp.30-33), Amanda Smith states that one of the best strategies is to provide adult role models for students. This kind of feedback can make a tremendous impact especially in combatting conservative peer pressure.

> "Both girls and boys need to see that femininity is something that radiates from within, not something that you put on like a white lace blouse or lose when you put on coveralls.
>
> "Boys need to see that a man who is a nurse or works with young children is no less a man." (p. 32)

Obtaining feedback from students provides vital information for assessing their needs and measuring the success/failure of various support services.

Scheduling concerns may require special attention by those responsible for support services. Courses need to be offered at times when students are available to take them. Students who want to combine work with study and working mothers may need courses to be offered in evenings and weekends. Also special courses may need to be offered to address particular needs of nontraditional students. Women and men might benefit, for example, from a course that covers topics such as the position of women in the work force or the social mythologies reinforcing the inferiority of women and machismo of men.

Support services also need to address special population needs. One such group is educationally disadvantaged women which concerns Lillian S. Richard. In her dissertation for Fresno City College entitled, Meeting the Needs of Educationally Disadvantaged Women: A Program for Re-Entry, Richards recommends that the following strategies be considered to achieve education equity for this special population:

- vocational testing
- aptitude testing
- job training and career planinng
- child care
- weekend colleges
- outreach to other projects available in the community

Richards believes that a needs assessment should be conducted to determine what strategies are appropriate. Re-entry can be facilitated through a coalition of community groups.

Support services take on special importance at the postsecondary level. There are a number of postsecondary considerations that must be dealt with to enhance retention of nontraditional students in vocational education classes. Of particular importance is providing non-biased placement and financial aid opportunities. Unfortunately, as Elizabeth J. Simpson has pointed out in "Vocational Education Can Lead" (American Vocational Journal, November 1974, pp. 36-37), "Many occupational training programs still discriminate against women students, although sometimes in quite subtle ways." She believes that initiative needs to be taken by (1) developing and implementing affirmative action programs and (2) encouraging consciousness-raising activities. The following provisions should be included in affirmative action programs:

- Recruit and hire qualified women
- Place women in jobs offering advancement
- Provide career counseling for women
- Increase opportunities for part-time work
- Provide child care for employed women
- Arrange work schedules and grant leaves to promote continuing education for employed women

A number of other strategies which do not focus exclusively on women's needs can be found in the article "Meeting Career Needs in Two-Year Institutions," by Michael Wollman et al. (Personnel and Guidance Journal, May 1975, pp. 676-679). In selected Georgia postsecondary vocational-technical schools, strategies such as the following are used:

"Sex Stereotyping: Its Decline in Skilled Trades" by Janice N. Hedges and Stephen E. Bemis (Monthly Labor Review, May 1974, pp. 14-22)

"Stamping Out Sex Stereotypes in North Carolina" by Amanda J. Smith (American Vocational Journal, April 1976, pp. 30-33)

Other activities which may help enlist teacher support are included in the package Toward Equality, compiled by the Dallas Independent School District. In "Health Adult," participants complete a self-inventory of personality traits and then apply the same list of traits to males, females, and health adults. By comparing how they generalize about people, participants can become aware of their own attitudes and behaviors which are based on sex role stereotypes.

Enlisting the support of traditional students may not be as difficult as anticipated if the teacher handles the situation well. Amanda Smith cautions in her article "Stamping Out Sex Stereotypes in North Carolina" that resegregation within a class can happen unconsciously. In one instance a teacher asked girls to decorate a bulletin board while boys unloaded a truck. When girls objected, two boys volunteered to work on the bulletin board and the teacher learned a lesson! Teachers can also help the adjustment in mixed classes by guarding against students slipping into stereotyped patterns. Girls can use a shovel and boys may enjoy opportunities to assume a nurturing role. In short, students are likely to treat each other as equals if teachers establish and maintain the same philosophy.

Encourage Camaraderie Among Nontraditional Peers

Nontraditional students are likely to be drawn to each other naturally because of their "pioneer" situation. Nevertheless, a helpful retention strategy is to provide encouragement of this camaraderie through formal and informal methods. Participation in vocational education clubs should be stressed. Keeping daily logs at least during an orientation period can be useful if shared during rap sessions. Women's centers provide a special place for nontraditional students to meet, relax, get to know each other, and share common problems and solutions. Training to become peer counselors can also contribute to the development of "esprit de corps" among nontraditional peers who find gratification through helping each other rather than struggling alone with problems.

Anticipate Problems with Parents and/or Spouses

Communications will play a strategic role in anticipating problems with parents and/or spouses. The workshop model developed by the Career Exploration Project for High School Senior Women demonstrates the importance of involving parents and nontraditional students in discussion of attitudes, needs, and problems. Letters, brochures, reprinted articles, and fact sheets can be distributed to parents and spouses to help them understand the nature of the future benefits of this occupational preparation. Open houses and media publicity afford parents and spouses the opportunity to take pride in the accomplishments of nontraditional students. Counseling services should be advertised so that families will feel encouraged to seek this professional help if serious conflicts develop. A good film to show adult audiences is Never Underestimate the Power of a Woman (University of Wisconsin).

The Mintz project made use of coffee hours which prospective nontraditional students, parents, and spouses could attend. These coffee hours were advertised in letters, press releases, posters, flyers, and radio announcements. Respondents to the media exposure were called prior to the coffee hours to give them a friendly reminder to attend. The coffee hours were purposely informal to promote free discussion of concerns and a receptive atmosphere for gaining acquaintance with nontraditional career possibilities and training. Current nontraditional students and a nontraditional worker were also on hand to answer questions and relieve anxiety. While these coffee hours were primarily designed to promote recruitment, they also would enhance the ability to retain students by providing an opportunity to prevent problems with parents and spouses occurring. As with all the strategies in this regard, the key seems to be to increase the awareness of parents and spouses through dissemination of pertinent information as well as providing opportunities for significant interaction.

Closing Thoughts

There certainly is no shortage of strategies for use in retaining nontraditional students in vocational education classes. In the area of agriculture alone, Don Knotts and Rose Knotts, in their article, "Why So Few?" (The Agricultural Education Magazine, June 1975, p. 276), generated this list of recommendations:

Recommendations

Secondary Level

1. Encourage females to participate on judging teams, in leadership contests, and FFA.
2. Establish the same rapport with parents of females as with parents of males.
3. Do not assume that female students are not as interested as males in agricultural careers. Give them as much occupational information and career guidance as male students.
4. Counsel with parents of females concerning the problems daughters may have in agriculture, and encourage parents to support their daughters.
5. Recognize leadership potential in females as well as males.

6. Give school counselors literature and information concerning the various careers and career requirements available to students interested in agriculture with suggestions that females are also to be given counseling in the area.

7. Give employers seeking full-time or part-time agricultural assistance names of qualified females as well as males.

8. If a female student "fails" academically or in an assigned task, do not blame it on her being female; respect her as an individual student.

Postsecondary Level

1. If promotional literature does not depict females in brochures, redesign it so that it does. In referring to persons majoring in agriculture, avoid the use of "he"--substitute "he or she" so that females will not get the impression that only males are considered.

2. Alter your maling list if it includes only males who receive promotional literature or announcements.

3. Place announcements of fellowships, financial assistance, educational programs, etc., where females are likely to learn about them.

4. Make employers of agricultural majors aware of the availability of qualified female agriculturists.

5. Use females in recruiting programs.

6. In a meeting of agriculturists that includes females, do not always appoint the female to be secretary or to take notes.

7. Encourage qualified females to obtain graduate education. Assist them in securing admission, financial aid, and/or fellowships.

8. Review university policies and alter any policy that (overtly or covertly) eliminates females.

While the problems in coeducational agriculture will not be solved overnight, leaders in agriculture can take steps to minimize the difficulties. Considering the responsibility placed on the United States by our government and international leaders, utilization of the talents of the "51 percent minority" might help meet the demands placed on agriculture.

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SEX FAIRNESS

Do-It-Yourself Ideas for Vocational Education Students

OBJECTIVE: As students in vocational education, you may assist in identifying, defining and eliminating sex stereotyping, bias and discrimination.

LEADERSHIP: Read about leaders in your occupation from library resources, professional journals, textbooks. List the leaders, the accomplishments, the sex. Is your occupation predominately male? female? balanced?

RECRUITING: Participate in recruiting efforts (career fairs, speaking to potential students, etc.) to share the potential of your occupation for each sex.

INSTRUCTIONAL MATERIALS: Examine instructional materials (textbooks, handouts, audio-visuals--films, filmstrips, overhead transparencies, for equal treatment of both sexes). Make recommendations to include both sexes equally where inequities exist.

HUMOR: Listen to the jokes told in the classroom. What do they teach about women? about men? Envourage humor which treats both sexes fairly.

INSTRUCTION: Observe whether both sexes enroll equally in your occupation. Observe both sexes participate in all activities in your occupation. If not, encourage or promote equal participation.

JOB PLACEMENT: Assist other students (male and female) in job identification and hiring.

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SEX EQUITY

INSERVICE EDUCATION

INSTRUCTORS/ COUNSELORS

VIII

WHAT TO DO ABOUT SEX BIAS IN THE CURRICULUM

by Adeline Naiman

There are a number of issues on sexism that schools face, and in so doing they must take into account the guidelines set by their own systems and communities. One such issue arousing controversy is sex-fair versus sex-affirmative teaching materials. In the light of the great inequalities to be overcome, do schools need a more aggressive stance on sex bias in curriculum? Should schools make do with the often sexist materials they own and expect teachers to provide the disclaimers and cautions, or should new materials be prepared or bought? How can schools deal with the impact of television, and what should an individual teacher or school do about biased educational programs beamed into the classroom? Even the most sophisticated and egalitarian curriculum is not "teacher proof"; thus, how can teacher training contribute to a teacher's successful use of nonsexist--or even biased--materials?

A particular question for schools is whether it is better to institute courses in women's studies, particularly on the secondary level and for teachers, or to revamp as extensively as possible the whole curriculum, giving attention to language, role models, stereotypes, and balanced historical and cultural perspectives. Should studying and eliminating sex bias remain the province of a particular component of the school structure or curriculum, or should this effort pervade the entire curriculum (mainstreaming)? Should a women's studies course be an elective, and if so, under which department? Courses on women's issues are currently taught in high-school departments as diverse as media, history, English, home economics, social studies, guidance, and health.

Schools must also recognize pressures from the community, which may challenge Federal legislation on the ground that its beliefs and right of free speech are being threatened. Parental uproar has already been provoked by the Title IX requirements which eliminate sex descrimination in school athletic programs. How does a school or school board handle the diversity of values, the fears, and the expectations of parents? How particularly can schools help students to make their own life choices free from the A priori constraints imposed by traditional socialization. Girls "choose" limited options, not realizing that their choices are heavily conditioned by the expectations of others. Where does "curriculum" leave off and society begin?

Perhaps there is a curriculum for the school and the larger society to pursue in combating sex bias. Through the schools, parents, teachers, and administrators can be helped to increase their own awareness of the process and costs of sex bias. Schools can extend participation in curriculum development to the users and provide curriculum materials, training, and support systems to teachers. Colleges and teacher-training institutions have a special responsibility to attend to the preservice curriculum and to offer resources to inservice teachers who seek retraining. There are also 10 general assistance centers around the country to further these efforts, and other projects have been funded under the Women's Educational Equity Act. The higher-education establishment can work with public and private research and development agencies to develop materials, programs, and guidelines for bias-free and sex-affirmative materials. Publishers can be encouraged to go beyond the letter of the law in preparing and revising curricular materials. Guidelines, such as the ones developed by the National Council of Teachers of English ("Guidelines for Nonsexist Use of Language," single coies of which may be had by writing to the Council, 1111 Kenyon Road, Urbana, IL 61801), should be standardized and shared across the educational publishing industry and throughout schools. Ultimately, however, the responsibility for assuring bias-free curriculum belongs to governing bodies: school boards and State boards.

What are the realistic constraints on instituting bias-free curriculums in schools at this time? Parental pressures and the traditional social attitudes as expressed in the all-pervasive media are obvious, albeit hard to track down. Other constraints are easier to pinpoint: Budgets are tight and shrinking. How can schools allocate funds for new curricular materials or teacher training when declining enrollments, tenured faculties, and a depressed economy are squeezing the already strangled dollar? For example, in many systems where school budgets are supported by real-estate taxes, most of the operating costs of Government are assignable to the schools; yet only a small percentage of those costs is subject to debate over use. Teacher contracts, building mortgages, and fixed expenditures can take 85 percent or more of the total school budget. With limited options, how is a school system to set priorities? Title IX calls for an immediate expenditure of already limited funds. Will schools see curricular reform as an equally high priority?

Important, too, is the problem of affecting teachers and others in an area not easily reached by programs or legislation: attitudes. Attitudinal change in any population is hard to achieve and hard to measure. How can regard for the rights of individuals be maintained while carrying out the broader obligation of respect for statutory and moral law?

In the face of this large task, policymakers in education need to set their own priorities for helping the schools. With regard to curricular materials in particular, policymakers should implement selection policies for new materials that will ensure bias-free curriculums. Where complete revision or replacement is not possible, they should provide supplemental materials to balance those currently in use. They should express their concern for consistent observation of bias-free guidelines to the commercial sector and to public and private agencies. They should enlist the support of teachers in using these guidelines in the classroom and in monitoring all acquired materials. Above all, policymakers should support the development of new materials that will meet the present need for addressing sex bias and that, over time and with use, will help to bring about the change in attitudes necessary to guarantee an end to sex bias in schools.

Recommendations

The following are suggestions for actions that can be taken by school boards and administrators:

1. Develop a policy statement outlining your concern about the elimination of racist and sexist stereotypes in textbooks and library books.
2. Appoint a task force to investigate the racist and sexist problems in your community and make recommendations for action.
3. Develop guidelines for all personnel to follow in purchasing and using textbooks and other instructional materials.
4. Earmark a proportion of funds to be used for the purchase of nonracist, nonsexist supplementary materials.
5. Develop and implement a plan for in-service training of all personnel who select, purchase, recommend, or use testbooks and other instructional materials.
6. Direct supervisors and curriculum specialists to develop resources and materials for assisting classroom teachers in reducing the impact of biased materials.
7. Call on State departments of education, teacher-training institutions, and professional associations to provide materials, workshops, and technical assistance.
8. Interpret the problems of biased testbooks and materials to parents, community groups, and policymaking boards. Let them know of your concerns and how they may assist in solving the problem. Hold book fairs that offer nonracist, nonsexist books to parents.

State boards and education departments can be instrumental in implementing the above recommendations. In addition, they can assist local systems by providing centralized resources, both for the State as a whole and for regional centers. The following are some particular supports the State can provide:

1. Compile a reference library of bias-free materials for supervisors and teachers.
2. Provide a centralized lending library of books, periodicals, audiovisual materials (particularly films), curricular materials, documents relating to legislation and guidelines for implementation. (many of these documents are available from the Office of Education as a result of the Women's Educational Equity Act.)
3. Mandate workshops for teachers and administrators on dealing with sex bias in the curriculum, in existing materials, and in media. Provide funding for workshop leaders who can act as resources to local schools on a continuing basis.
4. Communicate concern about bias in textbooks and other educational materials to publishers and to legislators.
5. Establish a review committee in State adoption and recommendation procedures to monitor curricular materials for bias.
6. Support the local development of new curricular materials for use in local schools and classrooms. Encourage innovative solutions on the part of classroom teachers, curriculum specialists, and local administrators.
7. Involve community groups and parents in the effort to eliminate sex bias.

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INSERVICE EDUCATION

Inservice educational programs may be available on request from a number of sources:

State Board for Community Colleges and Occupational Education
Title IX Coordinators - Colorado Department of Education
Sex Desegregation Center - Region VIII
National Center for Research in Vocational Education
CSU/UNC - Vocational Education Department

If interested, communicate with your local administrator or your Sex Equity Supervisor (839-3011).

SBDL 75 dh
(8/31/79)

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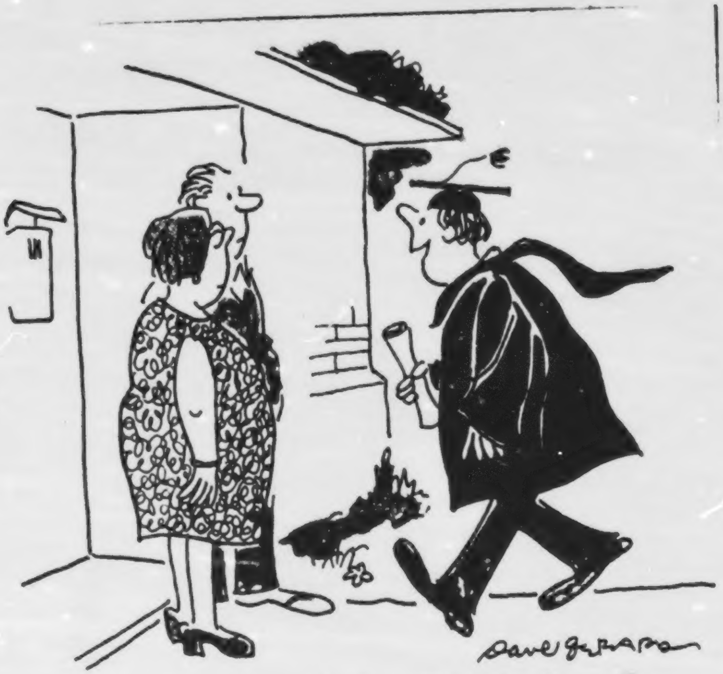
* ▪ Some economists can't predict exactly when a business slowdown will occur, but we can. Four fifteen most days, three thirty on Fridays.



"Great news! I got my old job back at Chicken Heaven!"

* ▪ Despite the faith of our fathers, some truths no longer are held self-evident. Such as cigarets will steady your nerves. Or cash money will see you through hard times.

June 1979

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GUIDELINES FOR REVIEWING PRINTED MATERIALS

IX

STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION
Occupational Education

Sex Equity

GUIDELINES FOR IMPROVING THE IMAGE OF WOMEN IN TEXTBOOKS
(Scott, Foresman and Company)

Recommendation: These guidelines may be useful in screening publications and communications for sex equity.

Sexism refers to all those attitudes and actions which demean or stereotype individuals or groups because of their sex. These guidelines focus specifically on the elimination of sexism as it relates to women in textbooks.

Whether accidentally or intentionally, women have frequently been treated as inferiors. Textbooks should treat women and men as equals. Textbooks are sexist if they omit the actions and achievements of women, if they demean women by using patronizing language, or if they show women or men only in stereotyped roles with less than the full range of human interests, traits, and capabilities. The actual role of sexism in society, past and present, should not be ignored; and, where appropriate, textbooks can discuss sexism as an important phenomenon without reflecting or reinforcing sexist bias.

GENERAL GUIDELINES FOR TEXT AND ILLUSTRATIONS

THE ACTIONS AND ACHIEVEMENTS OF WOMEN SHOULD BE RECOGNIZED.

The contributions of women to politics, the sciences, the arts, and other fields often considered exclusively masculine should be presented and explored.

The workds of female authors are too often omitted from anthologies. When compiling or revising such texts, editors should actively search for material written by women.

Females should be included as often as males in math problems, spelling and vocabulary sentences, discussion questions, test items, and other exercises. Very often the overall tone of a book is sexist because males are more frequently mentioned in exercises or because the exercises present only stereotypes.

Although many factors determine the content of textbooks--authors, permissions, space, time, money, the market, etc.--these limitations should not be used to excuse bias, prejudice, or insensitivity.

WOMEN AND GIRLS SHOULD BE GIVEN THE SAME RESPECT AS MEN AND BOYS.

Writers, editors, designers, and illustrators should make sure that both male and female readers feel that a publication is directed to them.

Material should be scrutinized carefully in the context of the book as a whole to ensure that contempt for women as a group is not inadvertently being fostered. For example, writers should take care that material about a woman who is stupid, financially inept, a bad driver, a shrewish mother-in-law, a blind follower of male initiative, etc., does not present these qualities as typical of women as a group. Girls and women should not be shown as more fearful of danger, mice, snakes, and insects than boys and men are in similar situations.

Women and girls should not be shown as unworthy people when they do not conform to male standards. Males should not be viewed as having a monopoly on ability to judge what is interesting or worthwhile.

Although women are a majority of the American population, in many ways their history has been that of a minority group. Because of past discrimination, the same care must be taken in portraying women as in portraying blacks, Puerto Ricans, Chicanos, American Indians, and other minorities.

ABILITIES, TRAITS, INTERESTS, AND ACTIVITIES SHOULD NOT BE ASSIGNED ON THE BASIS OF MALE OR FEMALE STEREOTYPES.

One reason often cited for the overwhelming percentage of selections by or about males in literature and language arts texts is that boys will read only stories about boys whereas girls will read anything. If females were not depicted as passive, lackluster, sweet but senseless drudges, both boys and girls would find them more interesting. Few boys have rejected Alice in Wonderland or The Wizard of Oz because the main characters are girls.

Females as well as males possess courage, physical strength, mechanical skills, and the ability to think logically. Males as well as females can be fearful, weak, mechanically inept, and illogical. Females can be rude, intractable, active, or messy. Males can be polite, cooperative, inactive, or neat. Because such characteristics are shared by males and females in reality, textbooks that classify them as "masculine" or "feminine" are misrepresenting reality.

Both men and women should be shown cooking, cleaning, making household repairs, doing laundry, washing the car, and taking care of children. Both men and women should be shown making decisions; participating in sports; writing poetry; working in factories, stores, and offices; playing musical instruments; practicing medicine and law; serving on boards of directors; and making scientific discoveries. However, care must be taken to avoid replacing old stereotypes with new ones. Showing some women in traditional roles, such as housewife or nurse, is not sexist if women are shown in other roles as well.

Children often conform to the standards of their peers because they fear ridicule. If only boys are encouraged to be active and competitive, girls with these inclinations may learn to stifle them. If only girls are encouraged to express openly such emotions as fear, sorrow, and affection, boys may feel reluctant to express these emotions.

Both men and women have much to gain from the elimination of stereotypes. Textbooks which avoid male and female stereotyping will more accurately

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represent reality, encourage tolerance for individual differences, and allow more freedom for children to discover and express their needs, interests, and abilities.

RECOMMENDATIONS FOR AVOIDING SEXIST LANGUAGE

DEALING WITH THE OMISSION OF WOMEN.

Terms and titles which use man to represent humanity have the effect of excluding women from participation in various human activities. It is usually easy to find some other way of expressing the idea.

EXAMPLES OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVES:
early man	early humans, early men and women
Neanderthal man	Neanderthals, Neanderthal men and women
When man invented the wheel...	When the wheel was invented... When people invented the wheel...
History of the Black Man in America	History of Black People in America
Man and His World	World History

Occupational terms often ignore the existence of women workers. When a group includes both women and men, use a term or phrase that reflects the actual composition of the group.

EXAMPLES OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVES:
businessmen	businessmen and women, business leaders, operators of small businesses, entrepreneurs, merchants, industrialists*
congressmen	members of Congress, congressmen and women
mailmen	letter carriers
repairmen	people who repair...repairers

*Since the term businessmen is often used loosely, it may be helpful to describe the person or persons in more precise occupational terms.

A patronizing tone toward women, created by euphemisms, diminutive suffixes, and lack of parallelism, must be avoided. References to a woman's appearance, marital status, and family should not be made unless these items would be noteworthy in referring to a man in the same context.

EXAMPLES OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVES:
the fair sex, the weaker sex	women
the girls in the office	the women in the office
sculptress, suffragette	sculptor, suffragist
the ladies and the men	the women and the men, the ladies and the gentlemen
men (and women)	men and women
man and wife	husband and wife, man and woman, the couple
The works of Hemingway, Steinbeck, and Miss Buck were widely read.	The works of Hemingway, Steinbeck, and Buck were widely read.
The poetic styles of Emily Dickinson and E. E. Cummings are quite different Emily's style is spare and simple, while Cummings'...	The poetic styles of Emily Dickinson and E. E. Cummings are quite different. Dickinson's style is spare and simple, while Cummings'...
Calileo was the astronomer who discovered the moons of Jupiter. Marie Curie was the beautiful chemist who discovered radium.	Galileo was the astronomer who discovered the moons of Jupiter. Marie Curie was the chemist who discovered radium.
	Galileo was the handsome astronomer who discovered the moons of Jupiter. Marie Curie was the beautiful chemist who discovered radium.
The candidates were Bryan K. Wilson, president of American Electronics, Inc., and Florence Greenwood, a pert, blond grandmother of five.	The candidates were Bryan K. Wilson, president of American Electronics, Inc., and Florence Greenwood, credit manager for Bloominghill's department store.
	The candidates were Bryan K. Wilson, a handsome, silver-haired father of three, and Florence Greenwood, a pert, blond grandmother of five.

ELIMINATING SEX-ROLE STEREOTYPES

Editors and authors should be cautious when they assign certain activities or roles to people or othersise differentiate between people purely on the basis of sex. Many such assumptions misrepresent reality and ignore the actual contributions of both sexes to the activity or role. This is not to say that girls should never be pictured playing with dolls or that boys should never be pictured playing with baseballs, but that a more varied picture is also a more realistic one.

EXAMPLES OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVES:
In New England, the typical farm was to small that the owner and his sons could take care of it by themselves.	In New England, the typical farm was so small that the family members could take care of it by themselves.
Children had once learned about life by listening to aunts, uncles, grandparents, and the wise men of their town or neighborhood.	Children had once learned about life by listening to aunts, uncles, grandparents, and the wise people of their town or neighborhood.
Write a paragraph about what you expect to do when you are old enough to have Mr. or Mrs. before your name.	Write a paragraph about what you would like to do when you grow up.
Personal symbols are small, personal objects or possessions that have particular associations for their owners. To a woman, for example, a pressed flower might recall a dance she attended many years ago. A boy might keep a cracked baseball bat because it reminds him of the time he hit the winning home run.	Personal symbols are small, personal objects or possessions that have particular associations for their owners. To a father, for example, an old toy truck might serve as a reminder of a boy who has grown up. A girl might keep a broken tennis racket because it reminds her a hard-won championship.
	Personal symbols...To a parent, for example, an old puppet might serve as a reminder of a girl who has grown up. A boy might keep a Halloween costume as a souvenir from his childhood.

When creating spelling, math, and other exercises using fictitious people, authors and editors should make sure that stereotypes are not perpetuated.

EXAMPLES OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVES:
Al listened patiently to the ladies chatter.	Al listened patiently while the women talked.
The ex-stenographer got a job as a stewardess with an airline.	The ex-stenographer got a degree in accounting.

Words like spokesperson and chairperson, introduced into the language to prevent the omission of women, should not be applied to women only. When -person is used, it refers to either a man or a women.

EXAMPLES OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVE:
Helen Lopez will be the spokesperson for the administration, and Michael Johnson will be the spokesman for the union.	Helen Lopez will be the spokesperson for the administration, and Michael Johnson will be the spokesperson for the union.

Males or females are often chosen to represent "typical examples, thereby excluding one of the sexes from the reader's thoughts. There are many ways to avoid such stereotyping.

EXAMPLES OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVES:
the common man, the man on the street	ordinary people
the man who pays a property tax	the person who pays a property tax
the typical American...he	typical Americans...they
the teacher...she	the teacher...he or she, teachers...they
the housewife who complains about higher prices	the consumer (homemaker) who complains about higher prices

Wherever possible avoid the use of "he-him" referents. It is often preferable to use a plural sentence with plural pronouns; or substitute he or she, her or him, him/her, or a synonym for the noun. It is becoming increasingly common in all but formal usage to mix singular nouns with plural pronouns, as in the sentence "Ed and Sue were present, but neither expressed their views." Often pronouns that needlessly refer to sex can be replaced: "Ed and Sue were present, but neither expressed any views."

CHANGING LANGUAGE THAT DEMEANS WOMEN

Writers often judge women's achievements by standards different from those by which they judge men's. This is necessary in some professional sports where the same standards do not apply. However, in other areas one's sex does not affect one's competence. Therefore, writers should avoid constructions that place women in a special class. Words like girl, young woman, woman, lady, and gal often subtly denigrate women's achievements. They should be used only when their counterparts boy, young man, man, gentleman, and guy would be appropriate in referring to a male.

EXAMPLES OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVES:
Andrew Wyeth is a fine painter, and Georgia O'Keeffe is a fine woman painter.	Andrew Wyeth and Georgia O'Keeffe are fine painters.
Marie Curie did what few people--men or women could do.	Marie Curie did what few people could do.
Mary Wells Lawrence is a highly successful lady advertising executive.	Mary Wells Lawrence is a highly successful advertising executive.

Terms such as woman doctor or female executive are generally unacceptable. Where it is desirable to refer to a person's sex, references should be made with the aid of feminine pronouns: "The doctor walked into the room and put her bag on a chair next to the patient's bed." In some cases, however, it is necessary to refer directly to a person's sex, as in the sentence: "The works of female authors are too often omitted from anthologies."

Avoid constructions implying that women, because they are women, are always dependent on male initiative.

EXAMPLES OF SEXIST LANGUAGE	POSSIBLE ALTERNATIVES:
The ancient Egyptians allowed women considerable control over property.*	Women in ancient Egypt had considerable control over property. Men in ancient Egypt allowed women considerable control over property.**
A slave could not claim his wife or children as his own because the laws did not recognize slave marriages.*	Slaves tried to maintain family relationships, but the laws did not recognize slave marriages.
the farmer and his wife*	a farm couple
a homeowner and his family*	homeowners and their children

* These examples do not make sense inasmuch as terms like ancient Egyptians, slave, farmer, homeowner include women.

** This sentence would be correct only if the author could prove that men in ancient Egypt could choose to grant or deny property rights to women.

Care must be taken to avoid sexist assumptions and stereotypes in teacher's manuals and other teacher aids.

EXAMPLES OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVES:
Hammers and scissors are good eye-hand coordinators. Hitting the nail instead of the thumb is a triumph for the boys. Cutting out paper dolls and their garments is good for the girls.	Hammers and scissors are good eye-hand coordinators. For a child, hitting the nail instead of the thumb or cutting out a recognizable shape is a triumph.
The boys like action stories, and both boys and girls like animation and comedy. Girls will read stories that boys like, but the boys will not enjoy "girlish" stories.	Most children like action, animation, and comedy in stories. Some children, however, will enjoy lighter or more sentimental types of reading materials.

REVISING SEXIST MANUSCRIPTS

A manuscript may contain so many instances of sexist language that a complete revision is necessary. Following are two such selections along with possible revisions.

EXAMPLES OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVES:
Have one member of the class walk on onstage into an environment of his choosing (remembering the difference between showing and doing, be sure he does not *show* you where he is, but rather *does* what he would normally do in that place). When you are sure where he is, join him in the environment. As each member of the class discovers where he is, they in turn may join him onstage.	Imagine yourself in a particular situation Without telling the class where you are, walk onstage into this environment. Remember the difference between showing and doing and *do* what would normally be done in the place you have chosen. As other class members recognize your environment, they may join you onstage, becoming a part of the same situation.
Born in Manchester, England, in 1922, the daughter of a greengrocer, Mary Barrington spent a typical girlhood doing chores around the house and reading the works of female authors such as Jane Austen and Emily Bronte. Although she was considered attractive by men and had several suitors, she rejected the joys of marriage in order to pursue a literary career. Her sharp, masculine mind attracted the attention of instructors at Queen's College where she won the coveted Queen's Prize for Literature in her final year. By 1946 Miss Barrington had become a nationally known authoress, largely due to her best-selling novel *Crassington* which dealt with man's alienation--a theme that recurred in the eight novels that followed. Now semiretired, she can occasionally be seen on the outskirts of Manchester, sporting the good looks and trim figure that belie her age.	Born in Manchester, England, in 1922, the daughter of middle-class parents, Mary Barrington spent a good deal of her childhood reading the works of well-known English authors such as Jane Austen and Emily Bronte. She was intent on pursuing a literary career, and her sharp mind attracted the attention of instructors at Queen's College. In her final year, she won the coveted Queen's Prize for Literature. By 1946, Barrington had become a nationally known author, largely due to her best-selling novel *Crassington* which dealt with human alienation--a theme that recurred in the eight novels that followed. Now semiretired, she can occasionally be seen on the outskirts of Manchester, where she leads an active life and enjoys good health.

DEALING WITH UNAVOIDABLE SEXISM

If, after careful consideration, an author or editor finds it desirable to use selections that contain sexist attitudes, these attitudes should be discussed in accompanying descriptive material or discussion questions. For example, the following questions appeared in one text after the story "The Journal of a Wife-Beater":

1. The Latins have a word for it: *machismo*, that flaunting of masculinity that is expected in certain male-dominated societies. To what degree does the Vasili who begins this journal seem to accept this concept of male superiority?

2. Every time Nitsa hits her husband, she states calmly, "I owed you one..." Is she, as she claims, simply repaying a debt?

3. Try your hand at writing a journal Nitsa might have kept for the days covered in the story.

Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories
National Institute of Education

I. The Inventory Itself

A. The same interest inventory form should be used for both males and females unless it is shown empirically that separate forms are more effective in minimizing sex bias.

B. Scores on all occupations and interest areas covered by the inventory should be given for both males and females, with the sex composition of norms--i.e., whether male, female, or combined sex norms--for each scale clearly indicated.

C. Insofar as possible, item pools should reflect experiences and activities equally familiar to both females and males. In instances where this is not currently possible, a minimum requirement is that the number of items generally favored by each sex be balanced. Further, it is desireable that the balance of items favored by each sex be achieved within individual scales, within the limitations imposed by validity considerations.

D. Occupational titles used in the inventory should be presented in gender-neutral terms (e.g., letter carrier instead of mailman), or both male and female titles should be presented (e.g., actor/actress).

E. Use of the generic "he" or "she" should be eliminated throughout the inventory.

II. Technical Information

A. Technical materials provided by the published should describe how and to what extent these guidelines have been met in the inventory and supporting materials.

B. Technical information should provide the rationale for either separate scales by sex or combined-sex scales (e.g., critical differences in male-female response rates that affect the validity of the scales vs. similarity of response rates that justify combining data from males and females into a single scale).

C. Even if it is empirically demonstrated that separate inventory forms are more effective in minimizing sex bias, thus justifying their use, the same vocational areas should be indicated for each sex.

D. Sex composition of the criterion and norm groups should be included in descriptions of these groups. Furthermore, reporting of scores for one sex on scales normed or constructed on the basis of data from the other sex should be supported by evidence of validity--if not for each scale, then by a pattern of evidence of validity established for males and females scored on pairs of similar scales (male normed and female normed for the same occupation).

E. Criterion groups, norms, and other relevant data (e.g., validity, reliability, item response rates) should be examined at least every 5 years to determine the need for updating. New data may be required as occupations change or as sex and other characteristics of persons entering occupations change. Text manuals should clearly label the date of data collection for criterion or norm groups for each occupation.

F. Technical materials should include information about how suggested or implied career options (e.g., options suggested by the highest scores on the inventory) are distributed for samples of typical respondents of each sex.

G. Steps should be taken to investigate the validity of interest inventories for minority groups (differentiated by sex). Publishers should describe comparative studies and should clearly indicate whether differences were found between groups.

III. Interpretive Information

A. The users manual provided by the publisher should describe how and to what extend these guidelines have been met in the inventory and the supporting materials.

B. Interpretive materials for test users and respondents (manuals, profiles, leaflets, etc.) should explain how to interpret scores resulting from separate or combined male and female norms or criterion groups.

C. Interpretive materials for interest inventory scores should point out that the vocational interests and choices of men and women are influenced by many environmental and cultural factors, including early socialization, traditional sex-role expectations of society, home-versus-career conflict, and the experiences typical of women and men as members of various ethnic and social class groups.

D. Manuals should recommend that the inventory be accompanied by orientation dealing with possible influences of factors in C above on men's and women's scores. Such orientation should encourage respondents to examine stereotypic "sets" toward activities and occupations and should help respondents to see that there is virtually no activity or occupation that is exclusively male or female.

E. Interpretive materials for inventories that use homogeneous scales, such as health and mechanical, should encourage both sexes to look at all career and educational options, not just those traditionally associated with their sex group, within the broad areas in which their highest scores fall.

F. Occupational titles used in the interpretive materials and in the interpretation session should be stated in gender-neutral terms (e.g., letter carrier instead of mailman) or both male and female titles should be presented (e.g., actor/actress).

G. The written discussions in the interpretive materials (as well as all inventory text) should be stated in a way which overcomes the impression presently embedded in the English language that (a) people in general are of the male gender and (b) certain social roles are automatically sex linked.

H. The users manual (a) should state clearly that all jobs are appropriate for qualified persons of either sex and (b) should attempt to dispel myths about women and men in the world of work that are based on sex-role stereotypes. Furthermore, ethnic occupational stereotypes should not be reinforced.

I. The users manual should address possible user biases in regard to sex roles and to their possible interaction with age, ethnic group, and social class, and should caution against transmitting these biases to the respondent or reinforcing the respondent's own biases.

J. Where differences in validity have been found between dominant and minority groups (differentiated by sex), separate interpretive procedures and materials should be provided that take these differences into account.

K. Interpretive materials for respondent and user should encourage exploratory experiences in areas where interests have not had a chance to develop.

L. Interpretive materials for persons reentering paid employment or education and persons changing careers or entering postretirement careers should give special attention to score interpretation in terms of the effects of years of stereotyping and home-career conflict, the norms on which the scores are based, and the options such individuals might explore on the basis of current goals and past experiences and activities.

M. Case studies and examples presented in the interpretive materials should represent men and women equally and should include but not be limited to examples of each in a variety of nonstereotypic roles. Case studies and examples of mature men and women and of men and women in different social class and ethnic groups should also be included where applicable.

N. Both users manuals and respondents materials should make it clear that interest inventory scores provide only one kind of helpful information, and that this information should always be considered together with other relevant information--skills, accomplishments, favored activities, experiences, hobbies, influences, other test scores, and the like--in making any career decision. However, the possible biases of these variables should also be taken into consideration.

FILE CLERK

Job Duties

File Clerks work in all type of business offices. They may work in general offices or for departments of large companies (for instance, the sales department).

The File Clerk files letters, orders, invoices, receipts, and other business records in file cabinets or drawers. She places the materials in files following the directions of her supervisor. She may file the items by subject matter, number, alphabetically by names of individuals or companies, or by a special system used by the office. The File Clerk also prepares file folders and labels when needed. She may need to sort the materials before they are filed or another office worker may do this. In some offices, she prepares indexes to items on file.

When asked, the File Clerk finds materials in the files and gives them to the person requesting them. She may keep a record of who has the items and the dates they were taken and returned. She may also clean out-dated materials from the files.

Some File Clerks are required to type and to open and deliver mail when not doing filing work. Some also act as receptionists and answer telephones. Still others are assigned to different jobs from time to time. They sometimes handle unusual or special assignments in addition to their regular filing duties.

Job Conditions

Most File Clerks work in modern, well-lighted, air-conditioned offices. They may stand for long periods of time while filing materials. There is much reaching, walking, bending, and stooping involved in this work.

Because the same operations are repeated over and over again in this work, the applicant should not mind routine work.

As soon as Bill sat down in the superintendent's office, Burns came right to the point: "Bill, you've worked in the machine shop four years--right? And before you came to us, three years at ABC Company. Let's see--you completed apprentice training there...good production and attendance record...you get on well with other men..."

Requirements

In most industries, foreman come from the ranks of the workers. In a machine shop, for example, a foreman is often chosen because he is a skilled worker with a good record. If he supervises a department where many different kinds of work are done, he is not expected to be skillful in each kind. But he must have a general understanding of all the jobs, so that he knows when the work is being done right--or wrong. He must know where to go to find the answers to problems of training workers and maintaining equipment.

Education and Training

In large industrial centers, many of which have a shortage of skilled workers, employers seek young men who will persevere through apprecntice training. This is especially true in the metal-trades industries. Often young men who are mechanically inclined and not especially interested in a college-degree program can find excellent opportunities by going into industry as apprentices as soon as they graduate. They will begin to earn wages that are more than half the full journeyman's rate, and will receive training paid for by their employers.

A good work and study record as an apprentice is the first

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STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION
OCCUPATIONAL EDUCATION
SEX EQUITY

GUIDELINES
for
EQUAL TREATMENT OF THE SEXES
in
PUBLICATIONS (McGRAW-HILL BOOK COMPANY)

Recommendation: These guidelines may be useful in screening publications and communications for sex equity.

ABOUT THESE GUIDELINES

The word sexism was coined, by analogy to racism, to denote discrimination based on gender. In its original sense, sexism referred to prejudice against the female sex. In a broader sense, the term now indicates any arbitrary stereotyping of males and females on the basis of their gender.

We are endeavoring through these guidelines to eliminate sexism assumptions from McGraw-Hill Book Company publications and to encourage a greater freedom for all individuals to pursue their interests and realize their potentials. Specifically, these guidelines are designed to make McGraw-Hill staff members and McGraw-Hill authors aware of the ways in which males and females have been stereotyped in publications; to show the role language has played in reinforcing inequality; and to indicate positive approaches toward providing fair, accurate, and balanced treatment of both sexes in our publications.

One approach is to recruit more women as authors and contributors in all fields. The writings and viewpoints of women should be represented in quotations and references whenever possible. Anthologies should include a larger proportion of selections by and about women in fields where suitable materials are available but women are currently underrepresented.

Women as well as men have been leaders and heroes, explorers and pioneers, and have made notable contributions to science, medicine, law, business, politics, civics, economics, literature, the arts, sports, and other areas of endeavor. Books dealing with subjects like these, as well as general histories, should acknowledge the achievements of women. The fact that women's rights, opportunities, and accomplishments have been limited by the social customs and conditions of their time should be openly discussed whenever relevant to topic at hand.

We realize that the language of literature cannot be prescribed. The recommendations in these guidelines, thus, are intended primarily for use in teaching materials, reference works, and nonfiction works in general.

1. THE ROLES OF WOMEN AND MEN

Men and women should be treated primarily as people, and not primarily as members of opposite sexes. Their shared humanity and common attributes should be stressed--not their gender difference. Neither sex should be stereotyped or arbitrarily assigned to a leading or secondary role.

AVOIDING JOB STEREOTYPES

Though many women will continue to choose traditional occupations such as homemaker or secretary, women should not be type-cast in these roles but shown in a wide variety of professions and trades; as doctors and dentists, not always as nurses; as principals and professors, not always as teachers; as lawyers and judges, not always as social workers; as bank presidents, not always as tellers; as members of Congress, not always as members of the League of Women Voters.

Similarly, men should not be shown as constantly subject to the "masculine mystique" in their interests, attitudes, or careers. They should not be made to feel that their self-worth depends entirely upon their income level or the status level of their jobs. They should not be conditioned to believe that a man ought to earn more than a woman or that he ought to be the sole support of a family.

An attempt should be made to break job stereotypes for both women and men. No job should be considered sex-typed, and it should never be implied that certain jobs are incompatible with a women's "femininity" or a man's "masculinity." Thus, women as well as men should be shown as accountants, engineers, pilots, plumbers, bridge-builders, computer operators, TV repairers, and astronauts, while men as well as women should be shown as nurses, grade-school teachers, secretaries, typists, librarians, file clerks, switchboard operators, and babysitters.

Women with a profession should be shown at all professional levels, including the top levels. Women should be portrayed in positions of authority over men and over other women, and there should be no implication that a man loses face or that a women faces difficulty if the employer or supervisor is a woman. All work should be treated as honorable and worthy of respect; no job or job choices should be downgraded. Instead, women and men should be offered more options than were available to them when work was stereotyped by sex.

LIFE STYLE

Books designed for children at the pre-school, elementary, and secondary levels should show married women who work outside the home and should treat them favorably. Teaching materials should not assume or imply that most women are wives who are also full-time mothers, but should instead emphasize the fact that women have choices about their martial status, just as some men do: that some women marry but do not have children, while others marry, have children, and continue to work outside the home. Thus, a text might say that some married people have children and some do not, and that sometimes one or both parents work outside the home. Instructional materials should never imply that all women have a "mother instinct" or that the emotional life of a family suffers because a woman works. Instead they might state that when both parents work outside the home there is usually greater sharing of the child-rearing activities or reliance on day-care centers, nursery schools, or other help.

According to Labor Department statistics for 1972, over 42 percent of all mothers with children under 18 worked outside the home, and about a third of these working mothers had children under six. Publications ought to reflect this reality.

Both men and women should be shown engaged in home maintenance activities, ranging from cooking and housecleaning to washing the car and making household repairs. Sometimes the man should be shown preparing the meals, doing the laundry, or diapering the baby, while the woman builds bookcases or takes out the trash.

CAREER OPTIONS

Girls should be shown as having, and exercising, the same options as boys in their play and career choices. In school materials, girls should be encouraged to show an interest in mathematics, mechanical skills, and active sports, for example, while boys should never be made to feel ashamed of an interest in poetry, art, or music, or an aptitude for cooking, sewing, or child care. Course materials should be addressed to students of both sexes. For example, home economics courses should apply to boys as well as girls, and shop to girls as well as boys. Both males and females should be shown in textbook illustrations depicting career choices.

When as a practical matter it is known that a book will be used primarily by women for the life of the edition (say, the next five years), it is pointless to pretent that the readership is divided equally between males and females. In such cases it may be more beneficial to address the book fully to women and exploit every opportunity (1) to point out to them a broader set of options than they might otherwise have considered, and (2) to encourage them to aspire to a more active, assertive, and policy-making role than they might otherwise have thought of.

Women and girls should be portrayed as active participants in the same proportion as men and boys in stories, examples, problems, illustrations, discussion questions, test items, and exercies, regardless of subject matter. Women should not be stereotyped in examples by being spoken of only in connection with cooking, sewing, shopping and similar activites.

2. PORTRAYALS: HUMAN TERMS

Members of both sexes should be represented as whole human beings with human strengths and weaknesses, not masculine or feminine ones. Women and girls should be shown has having the same abilities, interests, and ambitions as men and boys. Characteristics that have been traditionally praised in males--such as boldness, initiative, and assertiveness--should also be praised in females. Characteristics that have been praised in females--such as gentleness, compassion, and sensitivity--should also be praised in males.

Like men and boys, women and girls should be portrayed as independent, active, strong, courageous, competent, decisive, persistent, serious-minded, and successful. They should appear as logical thinkers, problem-solvers, and decision makers. They should be shown as interested in their work, pursuing a variety of career goals, and both deserving of and receiving public recognition for their accomplishments.

Sometimes men should be shown as quiet and passive, or fearful and indecisive, or illogical and immature. Similarly, women should sometimes be shown as tough, aggressive, and insensitive. Stereotypes of the logical, objective male and the emotional, subjective female are to be avoided. In descriptions, the smarter, braver, or more successful person should be a woman or girl as often as a man or boy. In illustrations, the taller, heavier, stronger, or more active person should not always be male, especially when children are portrayed.

DESCRIPTIONS OF MEN AND WOMEN

Women and men should be treated with the same respect, dignity, and seriousness. Neither should be trivialized or stereotyped, either in text or in illustrations. Women should not be described by physical attributes when men are being described by mental attributes or professional position. Instead, both sexes should be dealt with in the same terms. References to a man's or a woman's appearance, charm, or intuition should be avoided when irrelevant.

No	Yes
Henry Harris is a shrewd lawyer and his wife Ann is a striking brunette.	The Harrises are an attractive couple. Henry is a handsome blond and Ann is a striking brunette. OR The Harrises are highly respected in their fields. Ann is an accomplished musician and Henry is is a shrewd lawyer. The Harrises are an interesting couple. Henry is a shrewd lawyer and Ann is very active in community (or church or civic) affairs.

In descriptions of women, a patronizing or girl-watching tone should be avoided, as should sexual innuendoes, jokes, and puns. Examples of practices to be avoided: focusing on physical appearance (a buxom blonde); using special female-gender word forms (poetess, aviatrix, usherette); treating women as sex objects or portraying the typical women as weak, helpless, or hysterical; making women figures of fund or objects of scorn and treating their issues as humorous or unimportant.

Examples of stereotypes to be avoided: scatterbrained female, fragile flower, goodess on a pedestal, catty gossip, henpecking shrew, apron-wearing mother, frustrated spinster, ladylike little girl. Jokes at women's expense--such as the woman driver or nagging mother-in-law cliches--are to be avoided.

NO	YES
The fair sex; the weaker sex	women
the distaff side	the female side or line
the girls or the ladies (when adult females are meant)	the women

NO	YES
girls, as in: I'll have my girl check that,	I'll have my secretary (or my assistant) check that. (Or use the person's name.)
lady used as a modifier, as in lady lawyer.	lawyer (A woman may be identified simply through the choice of pronouns, as in: The lawyer made her summation to the jury. Try to avoid gender modifiers altogether. When you must modify, use woman or female, as in: a course on women writers, or the ariline's first female pilot.)
the little woman; the better half; the ball and chain	wife
female-gender word forms, such as authoress, poetess, Jewess	author, poet, Jew
female-gender or diminutive word forms, such as suffragette, usherette, aviatrix	suffragist, usher, aviator (or pilot)
libber (a put-down) sweet young thing co-ed (as a noun)	feminist; liberationist young woman; girl student

(Note: Logically, a co-ed should refer to any student as a co-educational college or university. Since it does not, it is a sexist term.)

NO	YES
housewife	homemaker for a person who works at home, or rephrase with a more precise or more inclusive term
career girl or career woman	name the woman's profession: attorney Ellen Smith; Marie Sanchez, a journalist or editor or business executive or doctor or lawyer or agent
cleaning woman, cleaning lady, or maid	housekeeper; house or office cleaner
The sound of the drilling disturbed the housewives in the neighborhood	The sound of the drilling disturbed everyone within earshot (or everyone in the neighborhood.)
Housewives are feeling the pinch of higher prices	Consumers (customers or shoppers) are feeling the pinch of higher prices.

In descriptions of men, especially men in the home, reference to general ineptness should be avoided. Men should not be characterized as dependent on women for meals, or clumsy in household maintenance or foolish in self-care.

To be avoided: characterizations that stress men's dependence on women for advice on what to wear and what to eat, inability of men to care for themselves in times of illness, and men as objects of fun (the henpecked husband).

Women should be treated as part of the rule, not as the exception. Generic terms, such as doctor and nurse, should be assumed to include both men and women, and modified titles such as "women doctor" or "male nurse," should be avoided. Work should never be stereotyped as "woman's work" or as "a man-sized job." Writers should avoid showing a "gee-whiz" attitude toward women who perform competently. ("Though a woman, she ran the business as well as any man" or "Though a woman, she ran the business efficiently.")

WOMEN AS PARTICIPANTS IN THE ACTION

Women should be spoken of a participants in the action, not as possessions of the men. Terms such as pioneer, farmer, and settler should not be used as through they applied only to adult males.

NO	YES
Pioneers moved West, taking their wives and children with them.	Pioneer families moved West. Pioneer men and women (or pioneer couples) moved West, taking their children with them.

Women should not be portrayed as needing male permission in order to act or to exercise rights (except, of course, for historical or factual accuracy).

NO	YES
Jim Weiss allows his wife to work part-time.	Judy Weiss works part-time.

Women should be recognized for their own achievements. Intelligent, daring, and innovative women, both in history and in fiction, should be provided as role-models for girls, and leaders in the fight for women's rights should be honored and respected, not mocked or ignored.

3. LANGUAGE CONSIDERATIONS

In references to humanity at large, language should operate to include women and girls. Terms that tend to exclude females should be avoided whenever possible.

The word men has long been used not only to denote a person of male gender, but also generically to denote humanity at large. To many people today, however, the word man has become so closely associated with the first meaning (a male human being) that they consider it no longer broad enough to be applied to any person or to human beings as a whole. In deference to this position, alternative expressions should be used in place of man (or derivative constructions used generically to signify humanity at large) whenever such substitutions can be made without producing an awkward or artificial construction. In cases where man-words must be used, special efforts should be made to ensure that pictures and other devices make explicit that such references include women.

Here are some possible substitutions for man-words:

NO	YES
mankind	humanity, human beings, human race, people
primitive man	primitive people or peoples; primitive human beings; primitive men and women
man's achievements	human achievements
If a man drove 50 miles at 60 mph	If a person (or driver) drove 50 miles at 60 mph . . .
the best man for the job	the best person (or candidate) for the job
man-made	artificial; synthetic, manufactured; constructed; of human origin
manpower	human power; human energy; workers, work force
grow to manhood	grow to adulthood; grow to manhood or womanhood

PRONOUNS

The English language lacks a generic singular pronoun signifying he or she, and therefore it has been customary and grammatically sanctioned to use masculine pronouncs in expressions such as "one . . . he," anyone . . . he," and "each child opens his book." Nevertheless, avoid when possible the pronouns he, him, and his in reference to the hypothetical person or humanity in general.

Various alternatives may be considered:

(1) Reword to eliminate unnecessary gender pronouns.

NO	YES
The average American drinks his coffee black.	The average American drinks black coffee.
(2) Recast into the plural.	Most Americans drink their coffee black.

(3) Replace the masculine pronoun with one, you, he or she, her or his, as appropriate. (Use he or she and its variations sparingly to avoid clumsy prose.)

(4) Alternate male and female expressions and examples.

NO	YES
I've often heard supervisors say, "He's not the right man for the job," or "He lacks the qualifications for success."	I've often heard supervisors say, "She's not the right person for the job," or "He lacks the qualifications for success."

(5) to avoid severe problems of repetition or inept wording, it may sometimes be best to use the generic he freely, but to add, in the preface and as often as necessary in the text, emphatic statements to the effect that the masculine pronouns are being used for succinctness and are intended to refer to both females and males.

These guidelines can only suggest a few solutions to difficult problems of rewording. The proper solution in any given passage must depend on the context and on the author's intention. For example, it would be wrong to pluralize in contexts stressing a one-to-one relationship, as between teacher and child. In such cases, the expression he or she or either he or she as appropriate will be acceptable.

OCCUPATIONS

Occupational terms ending in man should be replaced whenever possible by terms that can include members of either sex unless they refer to a particular person who is in fact male. (Each occupational title suggested below is already in wide use.)

NO	YES
congressman	member of Congress; representative (but Congressman Koch and Congresswoman Holtzman)
businessman	business executive; business manager
fireman	fire fighter
mailman	mail carrier; letter carrier
salesman	sales representative; salesperson; sales clerk
insurance man	insurance agent
statesman	leader; public servant
chairman	person presiding at (or chairing) a meeting; presiding officer; the chair; head; leader; coordinator; moderator
cameraman	camera operator
foreman	supervisor

Language that assumes all readers are male should be avoided.

NO	YES
you and your wife	you and your spouse
when you shave in the morning	when you brush your teeth (or wash up) in the morning

4. PARALLEL TREATMENT

The language used to designate and describe females and males should treat the sexes equally.

Parallel language should be used for women and men.

NO	YES
the men and the ladies	the men and the women the ladies and the gentlemen the girls and the boys
man and wife	husband and wife

Note that *lady* and *gentleman*, *wife* and *husband*, and *mother* and *father* are role words. *Ladies* should be used for women only when men are being referred to as *gentlemen*. Similarly, women should be called *wives* and *mothers* only when men are referred to as *husbands* and *fathers*. Like a male shopper, a woman in a grocery store should be called a *customer*, not a *housewife*.

NAME

Women should be identified by their own names (e.g., Indira Gandhi). They should not be referred to in terms of their roles as wife, mother, sister or daughter unless it is these roles that they are significant in context. Nor should they be identified in terms of their marital relationships (Mrs. Gandhi) unless this brief form is stylistically more convenient (than, say Prime Minister Gandhi) or is paired up with similar references to men.

A woman should be referred to by name in the same way that a man is. Both should be called by their full names, by first or last name only, or by title.

NO	YES
Bobby Riggs and Billie Jean	Bobby Riggs and Billie Jean King
Billie Jean and Riggs	Billie Jean and Bobby
Mrs. King and Riggs	King and Riggs Ms. King (because she prefers Ms.) and Mr. Riggs
Mrs. Meir and Moshe Dayan	Golda Meir and Moshe Dayan or Mr. Meir and Dr. Dayan

Unnecessary reference to or emphasis on a woman's marital status should be avoided. Whether married or not, a woman may be referred to by the name by which she chooses to be known, whether her name is her original name or her married name.

Whenever possible, a term should be used that includes both sexes. Unnecessary references to gender should be avoided.

NO	YES
college boys and co-eds	students

TITLES

Insofar as possible, job titles should be nonsexist. Different nomenclature should not be used for the same job depending on whether it is held by a male or by a female. (See page 13 for additional examples of words ending in man.)

NO	YES
steward or purser or stewardess	flight attendant
policeman and policewomen	police officer
maid and houseboy	house or office clearner; servant

Different pronouns should not be linked with certain work or occupations on the assumption that the worker is always (or usually) female or male. Instead either pluralize or use he or she and she or he.

NO	YES
the consumer or shopper...she	consumers or shoppers...they
the secretary...she	secretaries...they
the breadwinner...his earnings	the breadwinner...his or her earnings or breadwinners... their earnings.

Males should not always be first in order of mention. Instead, alternate the order, sometimes using: women and men, gentlemen and ladies, she or he, her or his.

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SEX FAIRNESS

SELF-ASSESSMENTS

X

SEX FAIRNESS
SELF-ASSESSMENT FOR VOCATIONAL ADMINISTRATORS AND TEACHERS

Instruction:

Read each lettered statement below and check the appropriate introductory words which represent your current status or intent.

(Check one of the columns below.)

	I am unable to impact	I have	I will		Females
a.				a.	...encourage(d) them in a wide range of job choices, including traditional male occupations
b.				b.	...motivate(d) them toward leadership positions and job goals that lead to the highest levels of responsibility
c.				c.	...provide(d) detailed assistance with scholarship and loan applications and opportunities
d.				d.	...assure(d) equal distribution of scholarships
e.				e.	...made(make) an all-out effort to understand barriers that females raise for themselves in response to socialization pressures
f.				f.	...schedule(d) discussion groups about mutual problems, future alternatives
g.				g.	...subscribe(d) to some of the women's publications (e.g., _The Spokeswoman_, _Working Woman_, etc.)
h.				h.	...ask(ed) interesting and knowledgeable women in the community to talk with large and small groups
i.				i.	...provide(d) realistic information about their probable futures (i.e., many may expect to assume financial and household responsibilities)
					Males
a.				a.	...encourage(d) them in a wide range of job options, including traditional female occupations
b.				b.	...help(ed) them to understand women's changing priorities, the problems women face and the effects this may have on men

	I am unable to impact	I have	I will		
c.				c.	...arrange(d) discussion groups and speakers to help them understand the socialization pressures on males
d.				d.	...remind(ed) them about cooking and child-rearing courses when arranging their schedules
e.				e.	...schedule(d) discussion groups about mutual problems which arise among males in conforming to the male-role stereotype established in our society
f.				f.	...invite(d) males who are engaged in non-traditional occupations to talk with male students about career choices
g.				g.	...provide(d) realistic information about their probable futures (i.e., many may expect to share household/family responsibilities in addition to providing financial support)
					Professional
a.				a.	...assist(ed) in scheduling information sessions and suggesting specific activities to reduce sexism
b.				b.	...assist(ed) in scheduling informational sessions and suggesting specific activities to understand the combined effects of sexism and racism
c.				c.	...sign(ed) up for the mailing lists of companies and groups developing nonsexist and nonracist work-awareness and testing materials
d.				d.	...order(ed) materials from such lists
e.				e.	...discontinue(d) use of vocational preference tests with separate forms or marking keys for females/males
f.				f.	...write(written) publishers of standardized tests about the sex and race biases in the content of test items
g.				g.	...encourage(d) an institution-wide review of counseling/educational materials which might reinforce bias and stereotyping
h.				h.	...participate(d) in in-service education relative to eliminating sex bias/stereotyping
i.				i.	...encourage(d) assertiveness training for females and males
j.				j.	...encourage(d) expressiveness training for females and males

	I am unable to impact	I have	I will
k.			
l.			
m.			

k. ...actively recruit and hire women into administrative positions.

l. ...actively recruit, hire nontraditional instructors.

m. ...promote, support and utilize research and development efforts on women in vocational education.

a. Avoids occupational titles, prefixes or suffixes which distinguish between males and females in a given occupation or position.
  stewardess-flight attendant
  fireman-fire fighter
  chairman-chairperson

Sex bias Sex fair
1 2 3 4 5

b. Avoids descriptors which imply that an occupation or task is designed for, or can be handled ONLY by a male or ONLY by a female.

Sex bias Sex fair
1 2 3 4 5

c. Avoids use of words such as "mankind", "he", "the common man", "man-made" to generically represent ALL people.
  man-individual
  man-power-work force, human power
  man-hours-work hours

Sex bias Sex fair
1 2 3 4 5

d. Are the achievements of both males and females based on their own initiative and intelligence, or is their success due to their attractive appearance or relationships with the opposite sex.

Cite examples:

Sex bias Sex fair
1 2 3 4 5

e. Avoids an attitude of surprise at the competence of a male or female in doing a non-traditional job.

Sex bias Sex fair
1 2 3 4 5

f. Avoids sexists expectations such as the assumption that women ultimately will want to leave their jobs to raise a family or that men are expected to be the sole provider for a wife and children.

Sex bias Sex fair
1 2 3 4 5

g. Avoids focus on description of physical appearances unless both males and females are so described.

Cite examples:

Sex bias Sex fair

1 2 3 4 5

h. Avoids qualifying words or phrases such as "This is a good part time job for a woman" or "Some men could find cosmetology a rewarding occupation".

Sex bias Sex fair

1 2 3 4 5

SBPG 14 pm

RESOURCE LISTS

BIBLIOGRAPHIES

XI

STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION
OCCUPATIONAL EDUCATION - SEX EQUITY

Resource List

Strategies to Achieve Sex Equity
Strategies for Counselors

CAREER COUNSELING FOR WOMEN: A WORKSHOP FORMAT. Donald J. Cochran and Penelope M. Warren. School Counselor, Nov. 1976, 24(2): 123-127. . . . Describes the life-planning workshop, a series of small group-learning exercises that examine sex-role conditioning; the exercises are life line, role identification, interests and past experiences, role stripping, typical and special days, and goal setting.

COUNSELING WOMEN FOR NONTRADITIONAL CAREERS. Walter S. Smith, et al. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1977, 68p. (ED 150 533) Avail. from: ERIC/CAPS, 2108 School of Education Building, Univ. of Michigan, Ann Arbor, MI 48109. $4. . . . Presents an overview of women's employment, describes trends in women's career choices, and presents 5 hypotheses, with suggestions for accompanying activities, for counselors to use in counseling women for nontraditional careers. Provides an extensive resource list, divided into separate sections for readers who wish to explore further.

THE COUNSELOR'S WORKSHOP: SEX ROLE STEREOTYPING IN CAREER AWARENESS. Peter Kalunian, et al. Elementary School Guidance and Counseling, Dec. 1978, 3(2): 135-137. . . . Describes classroom activities that help rid elementary school students of stereotyped notions about male and female work roles. Involves role reconditioning, which sensitizes students to traditional sex-role stereotyping, and develops new attitudes about sex roles and the world of work.

EXPANDING VOCATIONAL HORIZONS: A TRAINING MANUAL FOR PRE-SERVICE COUNSELORS. Marianne H. Mitchell, Bloomington, IN: Indiana Univ., Dept. of Guidance and Counseling, 1978, 128p. Avail. from: Dept. of Guidance and Counseling, School of Education, 2805 E. 10th St., Bloomington, IN 47405. $5. . . . Readings, activities, and resources for training counselors in attitudes, awareness, and actions to eliminate sex stereotyping in vocational counseling.

EXPLORING NONCONVENTIONAL CAREERS FOR WOMEN. Jane Morris. School Counselor, Nov. 1975, 23(2): 127-131. . . . Describes a program involving group discussion, role playing, and other procedures that prompt senior high school girls to consider careers that are traditionally entered by males.

FACILITATING CAREER DEVELOPMENT FOR GIRLS AND WOMEN. Elaine House and Mildred Katzell, eds. Washington: American Personnel and Guidance Association, 1975, 112p. Avail. from: APGA, Publication Sales, 1607 New Hampshire Ave. NW, Washington, DC 20009. $4. . . . Report of the National Vocational Guidance Association Conference on guidance and women.

I CAN BE ANYTHING: CAREERS AND COLLEGES FOR YOUNG WOMEN. Joyce Slayton Mitchell. Princeton, NJ: College Board Publ., 1978, 315p. Avail. from: College Board Publication Orders, Box 2815, Princeton, NJ 08540. $7.95. . . . Gives specific information about which schools have most women in nontraditonal areas and outlines educational requirements for specific careers.

NEW CAREER OPTIONS FOR WOMEN. Thomas E. Backer and Helen S. Farmer. New York: Human Sciences Press, 1977, 3 vols. Avail. from: Human Sciences Press, 72 Fifth Ave., New York, NY 10011. $25.48/set. . . . This is a set of three volumes. A counselor's sourcebook (400p., $16.95) addresses counselors in educational institutions, public service agenices, and counselor educators; it lists resources, counseling strategies, and ways to change stereotyped attitudes. A woman's guide (96p., $4.95) summarizes major topics covered in the sourcebook and contains material for women returning to work; it can be used independently or as part of counseling. A selected annotated bibliography (128p., $9.95) contains 240 citations of books, journals, articles, and reports from economics, sociology, anthropology, and psychology pertaining to women and work.

SCHOOL COUNSELORS AND SEX BIAS IN CAREER PLANNING. Filson A. Young. School Guidance Worker, Dec. 1974, 30(2): 29-33. . . . Shows how crucial it is that counselors become aware of any conscious and unconscious biases which may influence their counseling behaviors.

SEX DISCRIMINATION IN CAREER COUNSELING AND EDUCATION. Helen S. Astin and Michele Harway. New York: Praeger, 1977, 154p. Avail. from: Praeger Publ., Div. of Holt, Rinehart and Winston/CBS, 383 Madison Ave., New York, NY 10017. $16.95. . . . Presents ways in which schools and counselors at all levels can take action to broaden the alternatives of students regardless of sex.

SEX DISCRIMINATION IN GUIDANCE AND COUNSELING. Washington: National Advisory Council on Women's Educational Programs, 1977, 10p. Avail. from: National Advisory Council on Women's Educational Programs, Suite 821, 1832 M St. NW, Washington, DC 20036. Free. . . . Reviews the report of the same name (see section A4) and presents actions recommended as a result of the report.

SEX FAIRNESS IN CAREER GUIDANCE: A LEARNING KIT. Linda B. Stebbins, et al. Cambridge, MA: Abt Associates, Inc., 1975, 265p. Avail. from: Abt Publications, 55 Wheeler St., Cambridge, MA 02138. $15. Plus $1.50 handling. . . . Presents self-administered curriculum materials which can be used by counselors and counselor educators to help eliminate sex-role stereotyping and sex bias in career choice. Organizes materials into parts: (1) orientation to sex fairness, (2) recommendations for a comprehensive sex-fair career guidance program, (3) guidelines and recommendations for sex-fair use of career interest inventories, and (4) resource guide. Supplementary materials with the kit include 7 spirit masters, 8 role play cards, counselor-client interaction exercises, and a cassette tape of 4 counseling interviews.

VALUES, DECISIONS, CAREERS: A GROUP GUIDANCE PROGRAM FOR GIRLS. Frank O'Dell, et al. Paper presented at the Annual Convention of the American Personnel and Guidance Association, 1975, 15p. (ED 112 282) . . . This project used 10 one-hour sessions of group process techniques to meet the career development needs of girls and to deal with the limiting aspects of female stereotyping. The objectives were to give high school girls an opportunity to get to know themselves better, develop an understanding of the limitations of sex stereotyping, acquire better decision-making skills, and appreciate the need for career planning and information.

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STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION
OCCUPATIONAL EDUCATION - SEX EQUITY

Resource List

Sex Fair Materials for Use by Teachers and Counselors

Bibliographies

COLLAGE. A Collection of Career Education Resources. Kathleen Jezierski, comp. Columbus, OH: Center for Vocational Education, 1977, 93p. (ED 145 254) . . .Catalog in 3 sections: (1) narrative of ideas for using community-based resources that offers guidelines for selecting career education materials and describes several educational resources; (2) a bibliography of "how to" career education manuals and guides on establishing resource centers, evaluating students and programs, teaching the handicapped and gifted, involving the community in career education, dealing with sex bias, providing inservice education, and career education; (3) a bibliography of curriculum materials.

FEMINIST RESOURCES FOR SCHOOLS AND COLLEGES: A Guide to Curricular Materials. Carol Ahlum and Jackie Fralley. 2d ed., rev. and enl. Old Westbury, NY: Feminist Press, 1977. Avail. from: Feminist Press, College at Old Westbury, Box 334, Old Westbury, NY 11568. $1.95. . . .Bibliography of curricular materials including sections on the student, the teacher, the counselor, health and home economics, and kits and games.

RESOURCES IN WOMEN'S EDUCATIONAL EQUITY--NON-PRINT MEDIA AND MATERIALS. Aileen Wehren. Princeton, NJ: Educational Testing Service, 1978, 243p. Avail. from: Supt. of Docs., U.S. Govt. Print. Off., Washington, DC 20402. Stock no. 017-080-01836-5. $4.25. . . . Includes films, filmstrips, transparencies, audiotapes, videotapes, records, and other instructional media relevant to women's educational equity. Divided into 6 subject categories; the one on women and work contains 79 items.

SEX ROLES: Past, Present, and Future. Prudence Leib. Washington: The Population Institute, 1975. Avail. from: The Population Institute, Organization Liaison Division, 110 Maryland Ave. NE, Washington, DC 20002. 50¢. . . .A bibliography of guides to simulations, games, and activities.

WOMEN IN NON-TRADITIONAL OCCUPATIONS--A BIBLIOGRAPHY. Koba Associates, Inc., Washington: Bureau of Occupational and Adult Education (DHEW/OE), 1976, 194p. (ED 133 460) . . .Focuses on women's employment in nontraditional fields and is intended to serve vocational education administrators, education researchers, counselors, teachers, and students considering occupational choices. Categories: (1) women in nontraditional occupations, (2) women in nontraditional skilled/vocational occupations, and (3) women in nontraditional professional occupations.

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STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION
OCCUPATIONAL EDUCATION - SEX EQUITY

Resource List

Research on Sex Bias in the Schools

AGE AND SEX DIFFERENCES IN THE VOCATIONAL ASPIRATIONS OF ELEMENTARY SCHOOL CHILDREN. Lynn Stewart Hewitt. Journal of Psychology, Aug. 1975, 96(part 2): 173-178. ...Studied the vocational aspirations of 128 six- and eight-year-old Dutch boys and girls. The results suggest that sex role expectations for adult occupations are acquired very early and strongly circumscribe the range of vocations perceived as appropriate for females.

ARE YOUR SEX STEREOTYPES SHOWING? Andrew T. Nappi and Rose K. Reha. Elementary School Journal, Nov. 1975, 76(2): 70-74. ...Sex biases are present among elementary school pupils, according to results from a questionnaire designed to elicit sex-stereotyped job-role images of 197 elementary school students.

EFFECT OF SEX-LINKED VOCATIONAL INFORMATION ON REPORTED OCCUPATIONAL CHOICES OF HIGH SCHOOL JUNIORS. Robin Elaine Hurwitz and Mary Alice White. Psychology of Women Quarterly, Win. 1977, 2(2): 149-156. ...Information about new occupational opportunities for women was read by 144 high school juniors, while 106 other juniors read information about opportunities in general. All students subsequently selected occupations. Differences were found in the status of occupations chosen for boy versus girl profiles.

INTEREST IN AND STEREOTYPING OF THE SECRETARIAL POSITION FOR MALES. Hilda F. Alfred and Hope T. Hurd. Vocational Guidance Quarterly, Mar. 1978, 26(3): 255-259. ...High school students from various types of schools neither stereotyped nor chose to stereotype the secretarial position. Interested males should be encouraged to become secretaries.

MINIMIZING OCCUPATIONAL STEREOTYPES. Harry Vincenzi. Vocational Guidance Quarterly, Mar. 1977, 25(3): 265-268. ...This investigation of the effect of exposing sixth-grade children to people working in occupations that have not traditionally been performed by their sex indicates that attitudinal changes can occur when children are made aware of occupational stereotypes.

OCCUPATIONAL LEVEL AND HOLLAND'S THEORY FOR EMPLOYED MEN AND WOMEN. Arnold R. Spokane and W. Bruce Walsh. Journal of Vocational Behavior, Apr. 1978, 12(2): 145-153. ...Investigated occupational level differences among 84 men and women employed in Enterprising environments using the Vocational Preference Inventory (VPI) and the Self Directed Search (SDS). Findings showed high occupational level workers tend to be more differentiated and more masculine than low occupational level workers.

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SEX-ROLE ATTITUDES AND THE CAREER CHOICES OF MALE AND FEMALE GRADUATE STUDENTS. Debbie Valentine, et al. Vocational Guidance Quarterly, Sept. 1975, 24(1): 48-53. ...Tests and finds some support for two hypotheses: (1) women choosing traditionally feminine occupations are more conservative concerning feminine roles than are women selecting traditionally masculine occupations and (2) men entering traditionally masculine occupations are more conservative in sex-role attitudes than are men entering traditionally feminine occupations.

SOCIAL CLASS AND SEX-STEREOTYPING OF OCCUPATIONS. Stan L. Albrecht. Journal of Vocational Behavior, Dec. 1976, 9(3): 321-327. ...Ascertains the degree to which occupational sex stereotyping is differentially found at different social class levels. Finds that education is strongly correlated with sex stereotyping of 15 different occupations, but income level is significantly related to such stereotyping in only 2 of the 15 cases.

UNDOING SEX STEREOTYPES: RESEARCH AND RESOURCES FOR EDUCATORS. Marcia Guttentag, et al. Washington: Capitol Publ., 1977, 342p. Avail. from: Capitol Publications, Suite G-12, 2430 Pennsylvania Ave. NW, Washington, DC 20037. $5.95.
...Contains an overview of the literature on sex-role differences, a description of three pilot intervention programs, and nonsexist curriculum for early childhood, the middle grades, and junior high school.

VOCATIONAL EDUCATION AND WOMEN. Pamela Ann Roby. Paper commissioned by COVERD, May 1975, 61p. (VT 103 359) ...Finds that despite the increased sums spent on vocational education in the last decade and national legislation affirming women's equal rights, women continue to be underrepresented in vocational education administration and in all vocational programs except home economics, nursing, and business. Reports that only a small percentage of research is currently being devoted to developing means of increasing vocational education's benefit to women; reviews related research; and offers suggestions for research and development projects.

VOCATIONAL ROLE CHOICE IN SECOND- AND SIXTH-GRADE CHILDREN. Gary Kriedberg, et al. *Sex Roles*, Apr. 1978, 4(2): 175-181. ...Interviewed male and female second- and sixth-graders. Found that, although goals associated with the women's liberation movement are not demonstrated clearly in the vocational aspirations or expectations of young children, they may be reflected in the aspirations of sixth grade females.

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OCCUPATIONAL EDUCATION - SEX EQUITY

Resource List

Research on Sex Bias in Educational Materials

CAREER GUIDANCE MATERIALS: IMPLICATIONS FOR WOMEN'S CAREER DEVELOPMENT. Research and Development Series No. 97. Louise Vetter, et al. Columbus, OH: Center for Vocational Education, 1974, 90. (ED 106 542) Avail. from: National Center for Research in Vocational Education Publications, The Ohio State Univ., 1960 Kenny Rd., Columbus, OH 43210. $6. °°°Reports that sex-role stereotyping was found in almost all post-1970 high school level career guidance materials studied. Random samples taken from commerical and non-commercial lists, indicated that: 74% of illustrations of people of one sex were men; 74% of proper names used were male; 33% of men and 4% of women were pictured outdoors; 36% of the materials differentiated between male and female career pattersn and 14% on pay scale; and 30% mentioned working mothers. Recommendations include: (1) honest discussions of occupational skills and life styles, (2) the use of teh third person plural form of pronoun wherever possible, and (3) awareness of special statements on the subject.

DICK AND JANE AS VICTIMS: SEX STEROTYPING IN CHILDREN'S READERS: AN ANALYSIS. Princeton, NJ: Women on Words and Images, 1972, 78p. Avail. from: Women on Words and Images, Box 2163, Princeton, NJ 08540. $1.50. °°°Presents the findings of a group of 25 women who made a year-long study of 134 children's readers that were in use in the Princeton, NJ area.

GIRLS ARE FEMALES, BOYS ARE MALES: A CONTENT ANALYIS OF CAREER MATERIALS. Dale L. Gilsdorf and Lous T. Heshusius-Gilsdorf. Personnel and Guidance Journal, Dec. 1975, 54(4): 207-211. °°°This study examined two career orientation textbooks to determine the level of sexism in them, as measured by the Double Standard of Mental Health. The findings indicate tokenism in representing males and females equally in careers.

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Research on Sex Bias in Counseling

THE CINDERELLA EFFECT: PLANNING AVOIDANCE IN GIRLS. Donald H. Blocher and Rita S. Rapoza. Counseling and Values, Oct. 1976, 21(1): 12-18. ...This study of 1,577 high school students in a large midwestern city explores differences between career planning for boys and girls. It shows the need to help girls plan clearly and consciously for a future in which education, work, and family responsibilities interact for their self-actualization.

DOES COUNSELOR RESPONSE TO OCCUPATIONAL CHOICE INDICATE SEX STEREOTYPING? Gary Price, et al. Paper presented at the Annual Meeting of the American Personnel and Guidance Association, 1977, 13 p. (ED 136 182). ...This research found no overt sex stereotyping in female and male counselors' perceptions of the appropriateness of occupational choices made by female and male students. There were significant differences between the female and male counselors, female and male occupational stereotypes, high and low status occupations, and high and low interests. It was determined that counselors view the interest level of the student as the most important variable in rating the appropriateness of the occupational choice.

DOES COUNSELOR RESPONSE TO OCCUPATIONAL CHOICE INDICATE SEX STEREOTYPING? Sherry B. Borgers, et al. Journal of the NAWDAC, Feb. 1977, 41(1): 17-20. ...This study found that high school counselors did not exhibit vocational female/male sex-role stereotyping of high school students in traditional occupational fields.

FEMALES AND SOCIAL OCCUPATIONS: FORCED OR FREE CHOICE. Gertrude Berger. School Counselor, Mar. 1978, 25(4): 250-253. ...This article suggests that many females select social occupations as a means of asylum from anxiety, which is caused by competing in male-dominated fields. The attempt to reconcile societal expectations of women as marriage partners with high achievement motivation denies her the full realization of her intellectual capabilities.

FOSTERING CAREER AWARENESS IN TENTH-GRADE GIRLS. Al Herman and Penny Robinson Woodcock. School Counselor, Mar. 1978, 25(4): 254-263. ...Describes a career development program that effected significant improvement in overall career awareness and in factual knowledge of the occupational status of women today, but did not effect significant changes in level of maturity of career choice attitudes, in self-appraisals competency, and in attitudes toward the rights and roles of women.

SEX DIFFERENCES IN THE CAREER DECISION-MAKING PROCESS. Lila Norris, et al. Princeton, NJ: Educational Testing Service, 1978, 182 p. *Avail. from:* College Boards Publication Order Department, Box 2815, Princeton, NJ 08541. Free. ...Analyzed career decision-making (CDM) behaviors of college students to see how variations in the CDM process are associated with age, sex, and sex-typed values. A major conclusion was that similarities between age and sex groups in the CDM process outweigh differences and justify sex-blind guidance.

SEX DISCRIMINATION IN GUIDANCE AND COUNSELING. REPORT. Vol. 1. Michele Harway, et al. Los Angeles: Higher Education Research Inst., 1976, 325 p. (ED 132 499) ...Reviews sex discrimination in vocational guidance and counseling at the secondary and postsecondary levels. The discussion is based on an extensive literature review, a re-analysis of existing data, and exploratory studies in the Los Angeles high schools.

SEX TYPING IN GIRL'S CAREER CHOICES: A CHALLENGE TO COUNSELORS. Sandra R. Harris. *Vocational Guidance Quarterly*, Dec. 1974, 23(2): 128-133. ...Study of the effectiveness of group counseling which is designed to increase the number of tentative career choices made by sixth-grade girls and to decrease the percentage of sex-typed choices.

A STUDY OF THE FACTORS INFLUENCING THE PARTICIPATION OF WOMEN IN NON-TRADITIONAL OCCUPATIONS IN POSTSECONDARY AREA VOCATIONAL TRAINING SCHOOLS. Vol. 1. Roslyn D. Kane, et al. Arlington, VA: Rj Associates, Inc., 1976, 189 p. (ED 132 429) ...Discusses the characteristics of women who choose nontraditional training programs, their problems, and counseling programs, and compares women in nontraditional, traditional, and mixed programs.

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